

# *The* ATHLETIC JOURNAL

MARCH, 1928



College Baseball

*John L. Griffith*



Baseball Strategy

*Leslie Mann*



Batting

*Lieut. R. P. Reeder*



Early Season Training

*G. S. Lowman*

*Ralph O. Coleman*



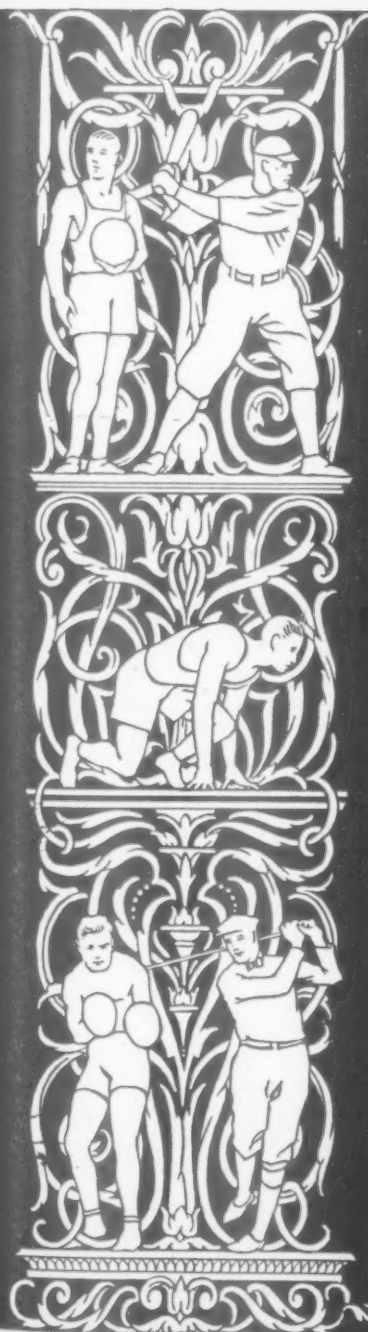
Control and How to Use It

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The Mechanics of Track and Field  
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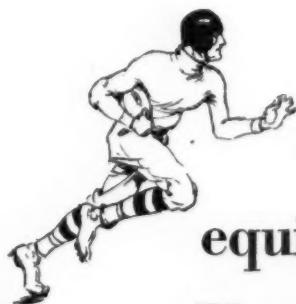
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## Quitters

NOT infrequently we hear the word "yellow" and "quitter" used by a spectator in relation to an athlete; an athlete who probably is and has been doing his best. Only too many spectators feel that when they buy tickets to a football or basketball game or to a track meet they purchase the privilege not only of sitting in judgment on the players, coaches and officials but of insulting them as well. Quite generally the man in the stands who calls a player a quitter lacks courage himself. Some institutions have attempted to limit the right to purchase tickets to football games to students and alumni. The coach in a certain high school has students who are discourteous to players and officials barred from future games. It is not the intent of this writer to call attention to the fact that our school and college athletics will never be much better than the standard of behavior of the spectators but to suggest that it is the crowd that more often quits than the players.

This is especially true as reflected by the attitudes of the crowds and the players respectively toward the coach of a losing team. The players nine times out of ten remain loyal to their coach even though they have lost their games while invariably the followers become the knockers of the team and the coach.

Sometimes when a school has lost its games year after year the faculty or the alumni suggest that the institution abandon the game entirely. Not so with the players. Even if they have not played winning ball they have gotten valuable training and a lot of fun out of playing and being athletes and sportsmen they are desirous of playing on in the hopes that ultimately they will win some of their games.

Sometime it may be that athletic recognition will be given institutions as well as individuals and teams that display courage and fortitude under trying circumstances. When that time comes the alumnus who turns yellow and attacks the coach by signing a petition to have him ousted or through newspaper articles will be dealt with by the other alumni in the same way that a cowardly player would be treated by his team mates. Possibly we are approaching the time when spectators and alumni behavior will be given more attention than it is now.

## National Interscholastic Meets

TWENTY-SIX years ago Mr. A. A. Stagg conducted the first National Interscholastic Track and Field Meet ever held in this country. With the years this meet has grown until now it is recognized as a national meet in every sense of the word.

Later the National Interscholastic Basketball Tournament was promoted by the University of Chicago. This meet also has grown until today the winner of the tournament is universally recognized as the national champion.

These two meets have been approved by the officers of the National Federation of State High School Athletic Associations and will be conducted this year as in past years. These meets have been a stimulus to high school sports and will continue to be looked upon as the pinnacle of the high school year in track and basketball.

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# The ATHLETIC JOURNAL

Nation-Wide Amateur Athletics

Volume VIII

CHICAGO, ILLINOIS

Number 7

## College Baseball

*Intricate technicalities of baseball are discussed in this article by  
baseball coaches*

*By John L. Griffith*

**T**HERE are many indications of a revival of interest in college baseball.

For the purpose of getting an idea of the status of college baseball this year the editor communicated with some of the college baseball coaches for the purpose of ascertaining the situation in their institutions. Thirty-eight of the coaches have replied to date. Thirty-two of the institutions represented by these replies will maintain intercollegiate baseball this spring and six reported that they would not put a representative team in the field. The University of Nebraska gave up baseball temporarily but will have a university team next year when a new baseball plant will be ready for use.

### Baseball Fields

It is sometimes suggested that one reason why amateur baseball has not been growing so rapidly as football, basketball and some of the other sports is because we do not have suitable playing spaces for baseball. That this is not true in the colleges is indicated by the fact that only three of the coaches replying to the questions submitted to them indicated that they did not have suitable playing fields and the University of Nebraska, as indicated above (one of the three), will have a new field in 1929.

The writer is convinced that so far as the schools and colleges are concerned the trouble with baseball, if any, cannot be laid to the lack of playing fields. Baseball fields were laid out in the majority of our educational institutions long before golf, tennis and basketball were given much attention. Some of these baseball diamonds were turned into football fields, but it is possible to play baseball on a gridiron where the diamond is given proper attention in the spring.

In some of the larger cities the colleges located in these centers have experienced some difficulty in finding

suitable playing space for baseball. The same, however, pertains quite largely to football so far as these institutions are concerned.

William J. Disch, baseball coach at the University of Texas, reports that Texas will have a new \$100,000 baseball plant next year. Harry G. Carlson, baseball coach at Colorado University, suggests that his university has four fields suitable for intercollegiate baseball. Louis S. Carr, baseball coach at Syracuse University, states that his institution will soon start construction of a new baseball plant. It is encouraging to note that in some of our larger universities the athletic building program includes new baseball fields.

### Spring Football

The majority of the baseball coaches who replied to the inquiries sent them indicated that spring football had not hurt baseball to any extent. A prominent coach in one of

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*"A player who has no batting form has not been systematically instructed. A good system develops good form."—Lieut. Reeder.*

*"It should be kept in mind that all individuals can not be handled or conditioned the same."—G. S. Lowman.*

*"I would say first of all in early season work it is necessary to get your pitchers in shape as soon as possible."—Ralph Coleman.*

*"Intelligent pitching is wasted without good control."—Harry Carlson.*

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the largest universities suggested that he had found that basketball had hurt baseball, but that spring football had not.

The coaches are divided as to whether the interest in golf and tennis has been detrimental to the development of interest in college baseball. Most of them agree that golf and tennis had not hurt football but a good many thought that these sports had operated to some extent against the development of baseball.

### Baseball Tournaments

The large majority of the institutions included in this inquiry conduct high school basketball or track tournaments, but only nine of these promote interscholastic baseball tournaments. These nine are the following: Ohio State University, the University of Virginia, the University of Kansas, Fordham College, University of Iowa, Union College, the high school tournament of Colorado is held at the University of Colorado every three years, Syracuse University loans its baseball field to the state high school association for interscholastic baseball tournament, and the University of Pennsylvania is planning to promote an interscholastic tournament this year for the first time.

One of the best ways to develop college baseball is by promoting interscholastic tournaments. In some states where the state high school athletic association officials have given their support to high school baseball the game has improved tremendously.

### The Automobile and Baseball

Some of the men who have attempted to explain why baseball is not growing satisfactorily have suggested that the widespread use of the automobile has been one of the contributory factors. The baseball coaches are about evenly divided on this question. Most of them, how-

ever, think that the automobile has helped the attendance in football, while some of them feel that it has had a detrimental influence so far as baseball is concerned. In the writer's judgment the automobile has been instrumental in bringing spectators to the football and basketball games, and if the interest in baseball is considerable it will likewise be a factor in increasing the attendance at the baseball games. Further, the automobile furnishes an economic method of transportation of school and college teams on short trips. Probably it is true that many of the boys who found recreation in playing baseball twenty-five years ago would not have played so much had they had the use of the family auto as does the boy of today. However, this must be said, that no one has maintained that the automobile has interfered with the development of basketball, golf and tennis. In fact, so far as the last two mentioned sports are concerned the automobile has been of valuable assistance.

#### Suggestions

Mr. Disch of the University of Texas suggests that "the Texas State Amateur Athletic Federation has done a world of good for amateur baseball in Texas." The officers of this federation have promoted baseball leagues throughout the state, thus giving the youngsters a chance to play amateur baseball in the summer time. These boys when they go to school or college carry with them their interest in baseball and love for it.

Mr. T. H. Stafford, graduate manager of North Carolina State College, has the following interesting suggestion relative to the Tri-State Intercollegiate Baseball League of the Southern Conference:

"We have recently formed 'The Tri-State Intercollegiate Baseball League of the Southern Conference.' This league was organized early last summer and will operate for the first time during the coming college baseball season.

"The members are: Maryland University, University of Virginia, Virginia Military Institute, Virginia Polytechnic Institute, Washington and Lee University, University of North Carolina, and North Carolina State College.

"All of these institutions are members of the Southern Conference.

"The league will play a schedule of forty-five games arranged on a home and home basis. The sporting editor of one of the Richmond, Virginia, papers has been appointed league statistician to keep the players' records,

etc. The box scores of all league games, together with the league standing, will be published daily in the papers in this section. A trophy, emblematic of league championship, will be awarded to the winner by the Chamber of Commerce of one of our cities.

"This Tri-State League is purely an experiment. In the past all of these institutions have met in baseball; but by arranging a definite schedule, and by publishing the league standing and statistics, we hope to increase interest in college baseball in this section. Baseball for a number of years has been a losing sport financially in most of our institutions. We are hoping this year to increase interest in this sport to such an extent that baseball will at least be self-sustaining. We are looking forward with much interest to the working out of our experiment."

Jack Crangle, baseball coach, University of Missouri, suggests that "baseball is never dropped in any of the schools and colleges because of lack of interest on the part of the candidates for the team." This is undoubtedly true because the men themselves usually get more enjoyment out of the playing of baseball than they do from most of the other games and sports. If we carry Mr. Crangle's idea a bit farther, where baseball has been dropped, we will find that it has been largely because of the falling off in spectator interest. While we are not primarily interested in developing sports for the amusement of spectators, at the same time only the theorists would maintain that it is desirable that our contests be so uninteresting to the spectators that none would attend. The baseball coaches and the other friends of the game can help to improve baseball as a spectacle to a great extent. In this connection, Joseph Rothrock, athletic director at the University of Delaware, suggests that it would improve baseball if the colleges played seven-inning games. In the writer's judgment, where the games are run off rapidly, nine innings are not too long. Our college baseball games should be played in about two hours' time. If they are allowed to drag, the games become uninteresting both to the spectators and players.

#### Conclusion

College and high school baseball has suffered somewhat of a decline, due to the fact that the game has been looked upon almost entirely as a professional game by the American people. The American business men, however, have found that outside of the big

leagues professional baseball is not a paying proposition. Consequently towns and cities are giving up their efforts to promote professional baseball in the summer time, and instead are organizing amateur leagues of various sorts. The American Legion is doing a commendable bit of work in the matter of promoting baseball for boys under seventeen years of age. When the results of the work that has been done in the interests of amateur baseball become apparent the effect will then be evident in the schools and colleges. The indications are that school and college baseball is on the increase.

#### Baseball Team Strategy

By Leslie Mann

**I**N general it might be said that team strategy is the manager's or coach's individual idea as to how his team should play the game. There are as many different styles of offense and defense as there are managers and coaches.

First: How to score runs.

Second: How to keep the other team from scoring.

In my past fifteen years of experience it has been my good fortune to be a member of a baseball team and under a number of managers, namely: George T. Stallings, Joe Tinker, Fred Mitchell, Branch Rickey, Dave Bancroft, and John J. McGraw.

To single out any one manager's style or pet theory would be unjust because as players we do not hear all or see all of that particular manager's administration. We receive our own directions and it blends into the past or future instructions the manager has given or is going to give the next player. Observing the various attacks of clubs on which I have played and against which I have played, I will just call the different style of offense and defense by number.

1. Straight Baseball (Conservative).

This style of play is generally called the conservative style. It is the bunting game or advancing the runner from first base to second, providing the bunt is in order (no one out). Then it takes a base hit to score this runner. It is placing a heavy burden upon the next two batters and if one out of the two comes through with a base hit, it is considered exceptional. The per cent of batting offense would be 500%. We know from the history of our game that there are no 500% batting averages, individually or as a team. Of course there are other elements to consider in scoring this run-



ner from second base such as errors, wild throws, base stealing, etc.

Another feature presents itself in this particular style. The coach knows he has a pitcher who will hold the opponents to a low score, therefore he can play for one, two or three runs and rely upon the pitcher to win his game.

### 2. Waiting for a break.

This style of offense is outlined best by showing how the coach suddenly changes his tactics. The break may come in the first, fifth, seventh or ninth inning. We will assume that the opposing pitcher is exceptionally good and the first two or three innings have passed. This is an example of the coach's instructions to his batters as they go to the plate to hit: "Wait him out." "Take a strike—take two" (if the batter is a sure hitter). "Let's wear him down." "Worry him—make him think you are going to bunt." Get him to make his break off the pitcher's mound, as each time that wears him down until the opportune time presents itself. One hit, another hit—no one gone—a tie score or one run behind—a flash signal to the batter to *hit-hit-hit*. The first good ball—it looks like a rally and now the scene has changed from the "Wait him out" to hitting quickly. Now and then in this rally a bunt for a base hit upsets the entire situation.

### 3. The Aggressive Style.

Certain boxers have the aggressive style; that is, the moment the bell rings the boxer flies at his opponent, and if he lands a hard blow quickly, he has torn down a certain amount of the power of his opponent, if not actually knocked him out.

So it is with certain teams. The moment the umpire yells "Play Ball," the batter starts hitting at each or every good ball pitched. How often right at the beginning of the game, when the enthusiasm of the crowd is great and there is an uncertainty in the minds of the player as to the outcome, have you heard this remark from the coach. "Take the first ball," "Let's see what the pitcher's got."

Not so with this aggressive style of offense. The coach says, "Hit, Hit, Hit the first good ball you want to." If we wait too long the pitcher might get warmed up and really show us something. Of the three styles as outlined there are certain, universal principles always involved, conditions controlling the base stealing, running bases, etc.

4. There is another style of ball, but to place it as controlling the coach's offensive drive would be unfair, because the personal ability of the player must be considered and the

personnel of a team and even the ability of the player changes.

### The Hit and Run Style.

To me a hit and run team is a loose proposition. It is a feature that our game of baseball will always have, but in recent years there are so many intelligent players in the game that they sense this play, learn the opposition's signs and break up the play. Many conditions control this play; as condition on bases, score, inning, batter and signs. These will be taken up in detail in another article.

To hit and run, the batter is supposed to start the base runner on the delivery of the pitch, then he in turn must try to hit behind the advancing runner, generally to right field, although I have seen the hit and run ball hit through short stop only after the short stop left his position early enough for the batter to see it open.

Question: What is the best ball to hit on a hit and run play?

Answer: An outside ball to right-handed batter. Inside ball to a left-handed batter.

Question: What if the ball is pitched inside to a right-handed batter—outside to a left-handed batter?

Answer: Make the best of it. Try hitting behind the runner. That is the chance you took on playing the hit and run play.

Question: May I step back, twist my body in position to hit an inside ball to right field (right-handed batter)?

Answer: No. Do not at any time step around in the box after once the pitcher has started pitching. Do not change your stance. Hit and run is executed, as I see it, in the mind. You stand stride exactly the same, but your swing of the arms is controlled by the mind. You swing to meet the ball to drive it in the direction desired. It may be an increase in swing or a decrease in power of swing. I am inclined to believe it is the latter.

One day in a certain game between the St. Louis Cardinals and New York Giants the score was 5-3 in the Giant's favor, ninth inning, two men gone, Roger Hornsby at bat, two runners on the bases. A home run would win the game, right field fence the shortest distance from the plate. So far this year Hornsby had hit out forty-two home runs. Everyone was yelling for a home run. He flew out to deep center field. The ball was pitched inside purposely to keep him from hitting to right field.

I asked him why he didn't move back or twist his body in a manner that would enable him to drive that ball into the right field stands. He

replied: "A batter should never at any time change his style of batting to meet just one certain condition. He should perfect his style, stick to it, in all its details. He did advise that his mind was on the ball first, then direction, if it had been outside, a home run would have been the result. It was inside. "I was glad to hit it first and trusted thereafter to it landing safely."

The Run and Hit Style will be discussed in the April issue.

## Batting

By Lieut. R. P. Reeder, Jr., U. S. A.  
29th Infantry, Fort Benning, Ga.

Captain West Point Baseball Team, 1926

MUCH has been written on the subject of batting. The object of this article is two-fold; first, to present a batting system which may be taught; second, to set forth a few pertinent facts about batting, both of which, it is hoped, will be of value to batters.

The probability is that a player who has no batting form has not been systematically instructed. A good system develops good form. If a player has good form at the bat he is able to devote his energies to the problem of timing his swing and not on *how* he is going to swing. In other words, he should have his form down so well that he can swing correctly, automatically, and without even thinking about the swing. He must have his mind on the ball and not on his style.

Here is a batting system which will work if the pupil is made to conform to the following directions:

1. Take an easy, relaxed stance at the plate. Stand so that as the step is taken in hitting the end of the bat will just sweep the edge of the plate.
2. Rest more weight on the rear foot than on the front foot.
3. Rest the bat on the shoulder before the pitcher starts his wind-up. This will guard against nervous "exercises" with the bat, which do no good. People who develop these nervous habits are often caught by the pitcher in a state of unpreparedness.
4. As the pitcher starts his wind-up bring the bat back slowly to the position from which the swing will start. This position is one in which the lower hand is almost shoulder high and far enough to the rear so that there will be a slight pull in the arm nearest the pitcher.
5. Take a short step in the direction of the pitcher, and a level swing, at the same time transfer the weight to the forward foot. Make the bat go all the way through.
6. The bat must meet the ball "out in front." This means that the ball



must be hit in a position in front of the plate, or on the front portion of it, and not behind it.

So much for the batting system. Here are a few batting hints.

Every day before your batting practice take your bat and go through some exercises that will bring the shoulder muscles into play. This will loosen up these muscles and will in time strengthen them. Get into a habit of doing this.

Study the good batters on your team. See if you can determine why they are good batters. Try to pick out their faults. Study the subject of batting. You cannot exhaust it.

When you are batting do not assume too early that a ball is going to be a bad ball. You may be fooled.

When you have two strikes say to yourself, "If it is a good one I will hit it." If there is any doubt in your mind as to whether a ball is going to be a strike or not in this situation, try to hit it, for there might not be a shade of doubt in the mind of the umpire and you are likely to go out on a called third strike. Experience coupled with careful observation will tell you whether a ball is a strike or not. So, when you have two strikes, be ready, and if it is good, or if there is any doubt of its being good, take a swing at it.

Strive for line drives, not high flies. When you are constantly popping up, swing down at the ball. The result is often a line drive, for if you were not swinging level before, in swinging down the swing is leveled.

If you find yourself very anxious to hit, say in a pinch, it is often a good policy to let the first ball go by. In doing this you collect yourself, sharpen your eye, and are the better enabled to gauge the speed of the ball.

If the tactical situation changes while you are at bat, call for time, step out of the box and think it over. Be deliberate in your actions. Never be in a hurry to hit.

Finally, develop confidence in yourself. You can do this by constant practice on your swing, by hitting at good balls, and by meeting the ball "out in front."

### Baseball—Early Season Training

By G. S. Lowman

Head Coach of Baseball, University of Wisconsin

(Written for the Wisconsin High School Bulletin)

WHILE the game of baseball is an outdoor game, yet climatic conditions are so bad in the state of Wisconsin that it is necessary to do some early or pre-season training in order that members of the team may be in condition for the opening of the schedule when the weather permits.

It would be well for high school boys to start some light training at least one month before the opening of the season. The object being to develop the endurance, to reduce surplus weight, if that should be necessary with high school boys, and to be in good general condition when the real work in baseball should begin. The following exercises or activities have been found to be very helpful in bringing up the general condition of men.

(1) Handball. This sport is a great conditioner. Takes off the surplus weight, develops a keen eye, makes a man shifty on his feet, and enables him to get to the floor for ground balls. There is no danger of hurting the arm in this work if one does not attempt to cut the ball or curve it. However, after starting battery work, the pitcher should be taken off this game of handball. (2) Light work in track activities. Just enough to bring up the endurance gradually. No extensive endurance running. Just three or four laps around the gymnasium track daily and occasionally a few quick starts to develop speed. (3) Light calisthenics, including shoulder and arm movements, trunk bendings, and some leg work. Light work on the pulley weights would also be good for the arms and shoulders and body. Weights should not be heavy, however, for a baseball man should develop a fine grade of muscle, not a heavy knotted type as would be developed on heavy apparatus or with heavy pulley weights. Work on pulley weights or all other movements should tend to give free play to the muscles about the shoulder girdle. (4) Basketball in moderation is also a good conditioner, but the work should not be so intensive as for those on the regular basketball team. (5) Skating, tramping, ice hockey, or any other outdoor sport in moderation would also be a good conditioner. Experts in the game of baseball, however, condemn ice hockey, or puck chasing, as being a handicap in batting. I believe, however, this is only from the professional angle.

After the call has been made for actual work in baseball and men have reported, it is well to give, before the opening of the day's work, some free arm work, individually or in group. Have all men go through a series of windmill circles with the arms, and fore-arm flexions to loosen up the shoulders and arms so as to get the blood flowing freely through these parts. Downward trunk bendings and twistings are also good. These activities should be required of men before giving out a ball for warming-up work.

General Warming-up Period—Lim-

bering up exercises by easy passing back and forth with the ball in pairs, short distance. Should be done every day the whole season. Never allow a man to work or throw hard until he has warmed up. Men should step naturally with the arm movement. Should always take the step with the throw. Develop a nice, easy, free delivery with good shoulder movement. Finish with the point of the shoulder well ahead and with the arm fully extended. This will save the arm. Arm must be brought along gradually. There should be some definite regulation order for warming up. Men should not spread all over the floor or all over the field in this warming up work. An economical procedure would be to have men line up in parallel lines, one ball to every four men, throwing easy distances to start, but gradually moving back as the arm loosens up.

Pepper games, or light hitting, with three or four men to one hitter, should be included as part of the general warming up period. These pepper games serve as a conditioner as well as a means of general warming up. Stress system in general warming up period.

Leg Work—Very little leg work, besides the natural leg work in handling of ground balls and starting, is necessary to harden the lower limbs. However, before getting outdoors, it might be well at the close of the indoor period to have the boys take a few laps on the track or around the gymnasium floor to develop endurance. After getting outdoors, if the infield and outfield work is not sufficient for endurance, the boys might be required to take a turn around the bases a few times. Endurance work can also be brought out during the batting period. Pitchers, as a rule, do not get enough endurance work. They should be chased in the outfield handling fly balls to bring up the endurance. Fungo hitting is also good for pitchers, but should not be used for this on the day of the game.

It should be kept in mind that all individuals can not be handled or conditioned the same. One should be careful of the nervous type of boy. However, the phlegmatic type should be kept hustling and kept busy with fast, snappy work. The nervous types should be held in check. The coach should begin with the simplest rudiments and bring each boy along as fast as his abilities will allow. He should stress with the boy at all times the necessity of bringing the arm along gradually and should stress that in early season work that there should be no underhand throwing or unnatural deliveries used. As a rule in early

season, the ball should be kept up and overhand unless, of course, the boy has a natural side-arm delivery. It will be necessary, of course, for outfielders to develop a natural overhand throw that starts above the shoulder line.

In all early season work the men or boys should be protected with a lightweight undershirt and a heavy sweater for the outside. It is very important that the arm should be kept warm and that there will be no opportunity for catching cold in the arm following a workout, which might handicap the player for the whole season. There is no necessity for a sore arm if the arm is brought along gradually and if there is proper clothing and protection. Boys should avoid liniments and rub dope for the arm. The arm should never be used until it becomes heavy. At the close of the practice, under the shower, the boy might let the hot water run on the shoulder and arm and give a general massage himself. This will be sufficient.

### Early Season Training

By Ralph O. Coleman

Baseball Coach, Oregon State College

**I**N pre-season training of college and high school baseball teams greater care must be exercised in conditioning a baseball player than in any other sport. So many young ball players, especially high school players, have ruined very successful careers in baseball due to improper early season training. Probably the most important requirement of a good baseball player is a good arm, and unless great care is observed in handling players during the early part of the season injuries are very likely.

I would say first of all in early season work it is necessary to get your pitchers in shape as soon as possible. This may be done by having them start working out a month or three weeks before the outdoor season and have them throw each day inside just with the idea of loosening up. I would advise that not even a catcher's mit be allowed on the gym floor for the first couple of weeks. In this way the pitchers will be in condition to start throwing to batters as soon as the outside work is started without danger of injuring their arms. As soon as outdoor work is started, watch and warn the players about throwing too hard. A short talk on the care of the arm is advisable.

In considering the care of the arm the first thing for the coach to remember is to have his pitcher or infielder or outfielder, or whatever position he may have, after he is through

throwing and the infield or outfield playing is over take his shower and keep out of the cold. Do not allow any men to stand around, especially if the weather happens to be cold, after they have had their workout.

For this reason it is always a good policy to have your batting practice first and your fielding practice last. Good wool sweat shirts are a very necessary thing. Without them there is always danger of catching cold in the arm by cooling off too fast and then by having the arm well protected it is much easier to get warmed up. It is very necessary to advise and coach infielders and outfielders about throwing too hard; before a man is allowed to take his place on the diamond he should be required to throw for at least from five to ten minutes on the side line so that there is no danger of his throwing too hard while cold.

For the first few days outside I would advise that no one throw the ball around but that the work consist of hitting, fielding, and a good warm-up on the side line where players are not going to see how hard they can throw.

This, I think, is very important; something that every young ball player should remember because when he injures his arm, nine out of ten times he is through playing ball.

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*Baseball which was played as a college sport as far back as 1825 was the great college game in the eighties and nineties. It lost some of its prestige about the time of the World War but is now coming back into favor again and under wise administration should again assume a place of importance on the college athletic program. The suggestions contained in this article should be of interest to all students of the game.*

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### Control and How to Use It

By Harry G. Carlson

University of Colorado

**I**NTELLIGENT pitching is wasted without good control; also the pitcher who has perfect control may be a failure unless he can use this vital asset wisely.

In high school and college a pitcher will generally face the same opposing batsmen once or perhaps twice each season. Thus the only way for him to pitch intelligently is to study the batters with a view to determine any weaknesses which they may have.

The keen pitcher will observe many different types of batters, but if he studies each one carefully he will find that every one has some weakness. Once this weakness is known, advantage should be taken of it and the particular prescription administered that will make him least effective as a batter.

Following are a few general rules which may be found valuable in pitching against different types of high school and college batsmen.

1. Batters who stand far away from the plate and grip the bat at the end usually hit inside balls hard and are weak on outside balls. Keep the ball outside to this type, but throw a high, close, fast ball occasionally.

2. Batters who crowd the plate are often weak on inside balls. Fast balls inside with curve balls outside make a good combination against this type.

3. Batters who swing late are inclined to be weak on inside balls, those who swing fast are usually weak on outside balls.

4. Players who uppercut the ball are often curve ball hitters and like them low. Pitch high and more often fast balls to such hitters.

5. Batters who pull from the plate are very common in high school and college baseball. Keep your fast and curve ball on the outside corner and low. Watch the batter carefully and if you notice him crowding closer toward the plate or reaching for the outside balls, throw a high, close, fast ball. Then revert to the outside corner.

6. Small men cannot reach the outside corner of the plate unless they take a grip on the end of the bat or crowd the plate.

7. Tall batters are usually weak on balls across the knees and inside.

8. Left handed hitters. For right handed pitchers it is good policy to keep a fast ball on the outside corner and break an occasional curve ball in close to the knees. Southpaw pitchers should keep a curve ball outside to left handed batters.

9. Batters who swing hard and take a long grip on the bat are often suckers on a change of pace. A change of pace should always be kept low and on the outside corner.

Always try to outguess the batter by giving him the delivery that he is least expecting. If you are throwing a fast ball make him think that a curve ball is coming. Mix your fast ball, curve and change of pace with discretion and have an idea with every pitch.

Never cut the heart of the plate when runners are occupying the bases. It is better to walk a man, providing

(Continued on page 47)



# The Mechanics of Track and Field Athletics

C. H. McCloy

Secretary for Research in Physical Education, National Council, Y. M. C. A.

**S**TUDENTS of athletics are today asking every science to contribute its share to the sum total of teaching efficiency. In the last few years, the writer has gained much benefit in teaching various forms of individual athletic and gymnastic skill from analyzing each event by means of the laws of mechanics, and then developing the "form" of the event to harmonize with those laws. This series of papers is an endeavor to present some of the results of these studies. An attempt will be made to make the terminology as simple as possible in order that teachers may, when desirable, call the articles to the attention of the athletes; but the mechanical principles and the formulae will also be given for the benefit of the teachers themselves. We shall not attempt to discuss intricate details of form except insofar as they are related to the mechanics of the movement.

*The Shot Put*—Mechanical principles involved:

## 1.—Acceleration.

The problem of the shot put is a problem of applying force to a 12 or 16 lb. ball which is resting without movement in the hand, slightly behind the rear of the circle, and causing it to develop as much forward and upward velocity as possible at an optimum angle. The development of this velocity by the application of force is, of course, acceleration. This acceleration must take place from the position above described to a point perhaps 2 feet above and in front of the circle. The total distance traversed by the shot will be approximately 9 feet.

The fundamental formulae are as follows:

$$A = \frac{F}{M} \dots (1)$$

Where A = acceleration, F = Force and M = mass of the shot.

$$A = \frac{V^2}{2S} \dots (2)$$

Where V equals velocity, and S equals distance over which the shot travels while in the hand.

$$R = \frac{2V^2 \sin \theta \cos \theta}{G} \dots (3)$$

In which R is the range of the shot and  $\theta$  (theta) is the angle of inci-

dence of the shot with the horizon and G is gravity.

$$R = \frac{V^2 \sin 2\theta}{G} \dots (4)$$

In formula one, we see that the acceleration is proportional to the force employed. In two, we see that the acceleration is proportional to the square of the velocity of the shot when it leaves the hand; and after one scans the formulae carefully, it will be seen that if one increases the distance while acceleration remains the same, that the velocity will also increase according to the square of that distance. This indicates one reason why a good, big man usually beats a good small man in the shot put, for he has an arm long enough to add to the distance appreciably.

From formula three, we see that the range varies with the square of the velocity, and also with the angle. Since the sine of the angle times the co-sine of the angle is greatest when the angle is 45°, the range will be greatest when the angle of the shot leaving the hand is 45°. In that case, the formula can be written according to (4). This gives us the optimum angle and it will be seen that the range, varying with the square of the velocity, will thereby vary directly with the acceleration and also directly with the force applied. This is limited, of course, by the potential muscular-contraction-velocity limit of the individual.

Since the acceleration is directly proportional to the force used, it will be seen that the force must be con-

stantly applied to produce the maximum acceleration, hence any loss of time in applying the force will result in less acceleration. Since the distance over which the shot is put (the 9 ft. above mentioned) is not added to, any cessation of the constant use of force results in a loss of distance.

For the reasons given above, some method must be devised to attain forward velocity and to conserve the velocity attained during the hop accompanying the first part of the shot put movement, while the muscles of the legs and body are adjusting themselves to the second part of the put. In the hop, the forward (really side-wards) swing of the left leg should be very vigorous, but should not be too high. This vigorous swing, accompanied by a push off (not a jump) with the right foot should give rapid forward motion rather than upward and downward motion. The athlete skims the ground rather than makes a "hop." As the right foot is about to land, the left leg swing stops suddenly, but does not swing backwards, as that would tend to counteract the forward motion of the trunk. In this hop, the trunk should start well back (bend to the right), but from the beginning of the hop, should begin to move forward, and become more vertical. The left arm swings vigorously to a side horizontal, emphasizing the outward movement rather than the upward movement. Just as the shot putter lands from the hop, there is a moment in which no additional putting movement is made. During this moment the muscles of the legs and body are adjusting themselves for the final thrust which will be described below. If the shot putter lands almost simultaneously on both feet, time will be lost and force will be used up in stopping the downward momentum which force will not be applied to the putting of the shot. We have found, however, that a landing can be made from the hop with the left foot comparatively high—or rather with the left foot striking the ground somewhat after the right foot,—in such a way that as the left foot is coming down and the legs and body are preparing for the final thrust, that the body and shot are moving forward, the right shoulder usually moving about 3 ft. from the time that the right foot first



FIG. 1  
THE FORWARD ROCKING MOVEMENT  
AFTER THE HOP.



hits the ground until the final thrust is begun. In this way the forward movement of the shot is not retarded and while the force used is not, I think, continuous, there is at least no checking of the forward velocity. The movement is a sort of "rocking chair movement" forward. (See Fig. 1.)

## 2.—The Summation of Forces.

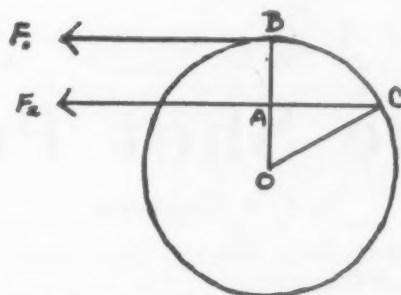
It would seem to us that the forces used in the shot put could be divided into at least four:

- a.—The forward impetus given by hop.
- b.—The impetus given by the thrust of the legs and the simultaneous left rotation of the trunk.
- c.—The force given by the arm thrust.
- d.—The final impetus added by a snap of the wrist.

To secure a maximum range, these forces must be *summed* in an optimum possible manner. The conservation of the velocity of the hop has been discussed above. There must be no loss of velocity between that and the thrust of the legs and rotation of the trunk. The wrist snap will come at the end of the arm drive. What is left to discuss here is the arm thrust and the wrist movement.

A very common fault in the putting of the shot is seen in holding the shot close to the neck while the body turns until the chest is facing the direction of the put to be followed by a subsequent extension of the arm. This causes the arm to extend in such a manner as to lose a considerable mechanical advantage. This may be understood from the principle of the *moment of force*. A moment of force is expressed in terms of the *force exerted times the radius of a lever which*

*is constantly at right angles to the direction in which the force is applied.* That is, if the forearm were directly behind the shot and the arm had extended to the point in which the elbow had reached a right angle and the distance from the elbow to the center of rotation of the shoulder were one foot, the force would be proportional to the actual amount of force exerted in the reaction of the shot times the length of this lever; in this case, one foot. Where the shot is held closer to the center of rotation, the moment of force applied will be diminished in proportion as the radius of action is diminished. This will be seen in Fig. 2. If in putting the shot the forearm is kept constantly in a line with the direction of the put, the maximum results from the muscular force delivered will be secured. This is usually attained in actual practice by telling the shot putter to start his arm movement a little earlier than is usually the case; just following the beginning of his left body bend and leg drive and si-



IN FORCE  $F_1$ , OB TIMES THE ROTATING FORCE IS THE MOMENT OF FORCE. IN FORCE  $F_2$ , OA TIMES THE ROTATING FORCE IS THE MOMENT OF FORCE.

Fig. 2

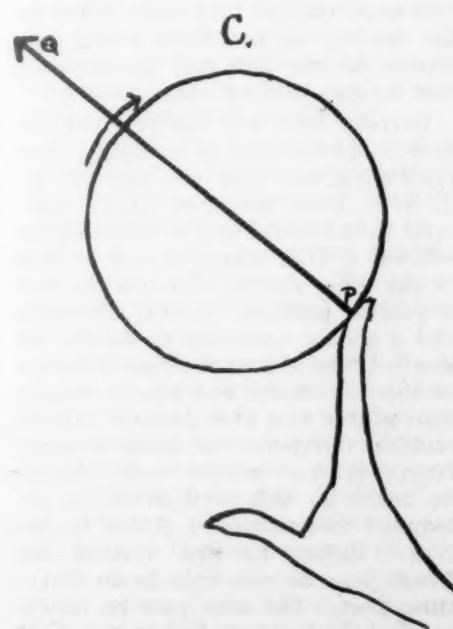
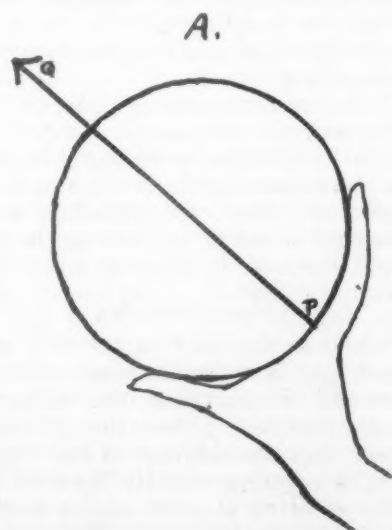


Fig. 3

multaneously with the beginning of his body rotation. This matter of summing the forces in such a way that they supplement each other in the maximum manner is important.

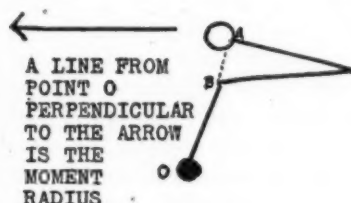
The movement of the wrist and the mechanics of the hand position are likewise important. The shot is held in the beginning in such a manner that the *center of weight* of the shot is directly in front of the distal end of the metacarpal bones of the four fingers, in a line  $45^\circ$  from the horizontal (see Fig. 3-a). As the shot is sent away, it is rolled up the fingers in such a way that the center of weight keeps the same relation to the point of contact of the fingers with the shot. This motion is at the last end of the arm thrust and will appreciably add to the distance attained, and is not hard to learn (see Fig. 3-b, c).

3.—*Action is equal to reaction* and a force is effective only in so far as it appears in action and is restrained from appearing in reaction. For example: If two men stand side by side with their feet together and A pushes B violently, each is simply pushed away from the other, the reaction showing up as much as the action. If A braces one foot out to the side and then pushes violently, the reaction is absorbed, so far as motion is concerned, in additional weight being thrown upon the bracing leg, and the motion inherent in both the action and the reaction appear only in one direction, namely, in the direction of the push. In putting the shot, it is important that the athlete puts the shot and does not permit the shot to put the athlete. Mechanically, this involves two things:

a.—The position of the legs and body in such a way that the weight of the body and the direction of the thrust will produce by means of the resolution of forces (see Fig. 4) a direction of the acceleration directly in line with the shot, or  $45^\circ$  from the ground. The heavier man may jump straighter upward, while the lighter man must lean further forward.

b.—The shot must leave the hand before the feet leave the ground. If one puts after one jumps from the ground, there is no fulcrum from which to apply force, and the shot throws the man as much as the man throws the shot. This fault, however, is not so common in the shot put as in the discus and the javelin throws.

To sum up:



1.—It is essential that the application of force produce, in so far as possible, a constant acceleration, and that the attained velocity be not checked

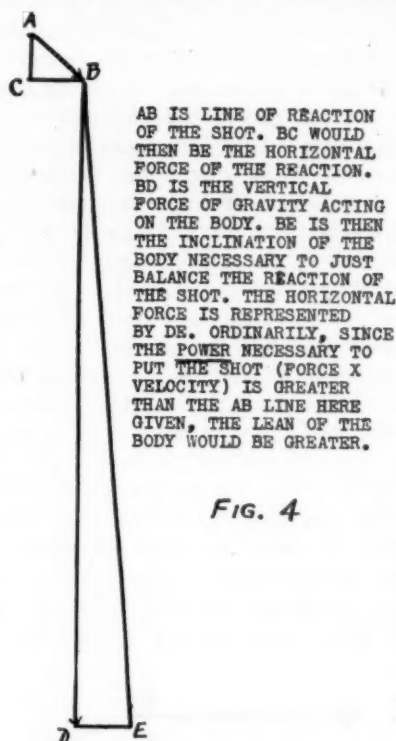


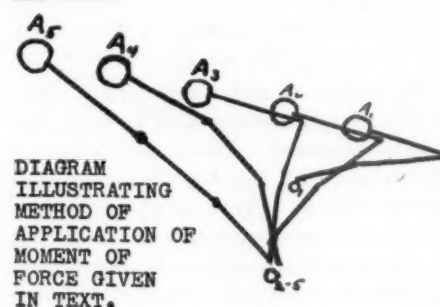
FIG. 4

during the transition from the hop to the put.

2.—There must be an optimum summation of the forces in such a manner as to produce maximum force value for the muscular energy expended. This involves applying a maximum moment of force with the arm and wrist.

3.—The angle of the body with the ground should be such that the combination of the body weight and the forward acceleration will counterbalance the reaction of the shot.

4.—One must apply all the force used while the two feet are on the ground, not after leaving the ground. The jump following the shot put is done entirely *after* the shot has left the hand.



## The Shot Put

By C. S. Edmundson

A BOY, no matter how large he may be, should not expect to get much distance with the shot without a long period of rather diligent work with the sphere. As a matter of fact he may find that after a week or two of practice for form he may not do so well as he did the first day. Later in the season, as his form really improves, he may find that the distance that he gets is very much greater.

Herman Brix, who last year put the shot in his junior year at college over forty-eight feet and who won the N. C. A. A. event last June at Chicago, came to the University of Washington without a high school record in this or any other event. However, he had a general ambition in this direction and a special ambition to out-do his brother, who was at the time a junior in the University and also a weight man as well as a high jumper. Herm could do thirty-five feet using a native form. It was several weeks before he could do this well after he attempted to use correct action in the ring. Before he had finished his Frosh year he was able to do forty-three feet. The next year he nearly reached the forty-six-foot mark. Last year, as stated, he improved still more,

and we hope that this year he may reach fifty feet.

I shall attempt to make a few suggestions that may prove helpful to a beginner. Learn the delivery first; this is the last movement that takes place in the finished event, but since it is very important it should be learned well and learned first. Place the shot well up in the hand against the base of the fingers. Now let the shot in the hand rest on the shoulder, and perhaps against the neck, with the forearm at about a forty-five degree angle. Place the left foot forward about two feet and raise the left arm forward and slightly upward. Relax. Rotate the body slightly from the waist two or three times for the sake of preliminary motion. Then quickly drop the right shoulder, throw most of your weight onto the right foot. From this position start at once your put, shoot your right arm forward and upward in a straight line, at the same time driving with your right leg into the shift. By the shift we mean that the feet change places. All of your weight will be on the right foot again at the termination of this movement, though it will now be in about the same position that the left

was a moment before. Follow through or lean well out after the shot, reach out far with the right hand and follow the shot with your eyes. During this movement the left hand should be brought around rather smartly to the rear.

The beginner is often seen in a humped position after the delivery of the shot, his back bent and his right arm drooping to the ground. He should be standing high on the ball of his right foot and reaching forward and upward.

Spend much time on this part of the work early in the season. In fact it should be practiced every day throughout the season during the first part of your work. But until it has first been mastered it would be well not to attempt to cross the circle at all.

### Crossing Circle

Stand in the back of the ring relaxed, and in about the same position assumed in practicing the delivery, except that here I think that the best result may be obtained if the right foot is pointing slightly forward in place of being at right angles to the course across the ring. Place most of the weight on the right leg, knee



slightly bent, and then, again for the sake of preliminary movement, swing the left leg forward and up parallel to the right, just touching the toe to the ground by the right heel. After a few preliminary swings instead of touching the toe to the ground swing it past and behind the right foot and then immediately forward hard and close to the ground to a point straight across and nearly to the toe board, at the same time driving hard with the right leg to a point a little less than half way across the circle. Drop the right shoulder and deliver the shot as previously practiced.

Care should be taken here in this movement across the circle not to jump or hop high from the ground. The shot putter makes a hop in that

the weight is thrown from the right foot to the left foot, yet hop is not a good word to use descriptively, neither is glide. A combination of the two might be right had we such a word to use.

Faults that occur frequently are, getting the right foot to the ground too long before the left, causing a rocking motion of the body and making a good right shoulder drop almost impossible. This shoulder drop must be had if a good put for distance is expected. Placing the left foot too far to the left as it strikes in the forward part of the ring will also have a very bad effect. Speed is necessary and none should be lost between the movement across the ring and the delivery of the shot.

Some find it wise to use a light shot in acquiring form early in the year. As the date for the first meet approaches less work will be required.

After warming up with a few deliveries do not cross the circle more than ten or twelve times a day. A rest of two days before the meet is usually beneficial.

It is frequently stated that an elevation of a forty-five degree angle is best for the maximum distance in shot putting. However some men can get a better drive at a lower angle. Undoubtedly it is best to work on the higher elevation first.

A moderate amount of work with a fifty-pound dumb bell will prove beneficial.

## Basketball as Played Today in the Several Conferences

### Basketball in the Northern Section of the Pacific Coast Conference

By W. D. FLETCHER

**B**ASKETBALL in the northern section of the Pacific coast conference is rapidly becoming standardized, both from an offensive and a defensive standpoint, if the present season is any indication. This statement is evidenced by a survey of the teams competing during the current campaign.

The attack of all teams, save one, was characterized by a short-passing offensive drive, with the pivot and back pass a vital part of the scheme. On the defensive, the style of the teams in this section is even more standardized, for all teams, excepting one, employed the man-for-man system. While all teams did not use the "name-to-name" type of defense, still they did play the man-for-man method in one of its several variations.

There is an old adage in football to the effect "A strong offense is the best defense." In basketball some authorities state that the reverse is true; a strong defense is one's best basketball friend, so to speak. That this is the case among teams of the Pacific coast group, is attested to by the fact that the University of Washington quintet led its rivals after the schedule had been half completed. At that time Washington was undefeated and its particular strength seemed to lie in its defensive, rather than offensive ability.

On offense the Huskies, coached by "Hec" Edmondson, used practically the same type of attack as was intro-

duced into this section by Bill Reinhart, the Oregon mentor. It was a five-man attack, in that every member of the quintet was at all times a vital part of the offense. When the Sundodgers secured the ball for their offensive drive, they attempted to use a series of quick passes to beat the defense down the court. Failing to accomplish this aim, they utilized a short-pass game to break through for short shots. This offensive style will be explained more in detail when discussing Oregon's method of attack.

When on defense, and as was previously stated, this was the particular strength of the Washington combination, Edmondson's team played a man-for-man game. And individually the Huskies were very efficient with their defensive footwork. Each man picked up his individual opponent, when possession of the ball was lost, and shifts were made when necessary. Herein was another strong point in favor of the Washington team—the players shifted opponents well. But they also seldom over-ran an opponent, because their footwork was so well perfected. All told, they were able to play a strong man-for-man defense, because their individual technique—involving proper footwork when covering a man, and shifting opponents when necessary—was so well mastered. They had a veteran team and they showed it through their cool-headed defensive work in particular. Snider, Bolsted and James were Washington's stars.

The University of Oregon team,

coached again by Bill Reinhart, with but two letter men from last year, proved better than was anticipated. Reinhart played a five-man offense and each man was a part of the attack at all times. The Webfooters' first aim was to beat the defense down the floor. When this failed, three men penetrated the defense, their offensive footwork being "in and out," that is, they moved toward the man with the ball and if they did not secure it in this manner, they moved toward the basket. This continued until a pass could safely be made, following which a pass was made forward again, or the player pivoted or passed back. In this manner too, when a defensive opponent overran his man, it permitted a pass ahead toward the basket.

The pivot and back pass played an important role in the Oregon attack. The men were well coached in faking shots and then either passing in or dribbling around, when the defender was caught off balance. The bounce pass also featured in this "in and out" method of attack.

As was mentioned previously, Washington, as well as two or three other conference members have adopted this style of attack first introduced here by Reinhart. On defense, Oregon used a strictly man-for-man game and it was effective. Ridings, Milligan and Balley were Oregon's mainstays.

The Oregon State college (nee Aggies) again featured the so-called "percentage offense" of Bob Hager, who coached the Orange quintet. This system of attack is distinctive in many



respects and has many points in its favor. The Beavers seldom attempted to beat the defense down court. Instead, two men preceded the ball and took up positions in the two offensive corners of the court. The other three brought the ball down—one of this trio being in the middle of the court, flanked by the other two, who were near the side lines and all three in front of the defense.

The Beavers then attempted to work the ball through with distinct plays, using signals for the purpose. Legal blocks also played an important rôle here. A corner man would advance from his corner, stand behind an advanced team-mate's opponent and as the advance mate passed forward and dashed in, his opponent was blocked off by the corner man. The corner men remained near the side lines most of the time, shooting many times from the corners, but dashed in when their opponents were blocked off. Bill Burr, Beaver forward, has become very adept at both the corner shot and one-hand jump shot from the vicinity of the free-throw line.

On defense Coach Hager's team used the strictly man-for-man game for the most part. In their early games they also used the zone defense, particularly in the first half. But when behind or in danger at this time, they switched to the man-for-man game. Besides Burr, the Beaver stars were Savery and Mathews.

The University of Idaho team proved somewhat erratic—strong at times and weak at others. The team was coached by Richard Fox, former Vandal star. The Idaho offense was more or less fashioned after that of Oregon, although early in the season they played a close game with Oregon State at Corvallis, almost beating the Beavers at their own "percentage game." On defense Coach Fox employed the man-for-man game, strictly speaking, in that each member had an individual opponent. Jacoby, Green and McMillan proved the backbone of the Vandal quintet.

At Pullman, Coach Schlademan's Washington State five was a hard-fighting aggregation, but lacked the polish of a contender. The attack was built to fit in with the defense—the latter being the zone style. Each man was assigned an approximate area and in this zone he remained. They played the defense designed by Dr. Allen of Kansas, but lacked the individual ability to become masters of this method. Too many times the Cougars were caught leaping up or charging while on defense, this making them susceptible to fakes and pivots. Their attack was not so organized as the defense,

for they stressed defense. The short pass predominated, however, with dribbles and both medium and long shots. McDowell and Buckley were the leading Cougar scorers.

The University of Montana team, newest member of the conference, did more shooting, perhaps, than any other team in the loop. As a consequence they also missed many shots and were often overwhelmed. When they were "on," however, they scored heavily, as is always the case with teams of this type. Their ability to "sink 'em" when right, was evidenced in the game with Oregon at Eugene.

The Grizzly offense was patterned after Oregon's—with the short pass, pivot and back pass featuring. But when an opportunity presented itself, whether close or distant, the Montanans banged away at the hoop. On defense they employed a variation of the man-for-man game. Each man picked up his nearest opponent when possession of the ball was lost and then it became a man-for-man defense. They did not have assigned individual opponents, however. The team, of which Coach Stewart was mentor, was led in its attack by Overturf, who led the conference scoring for quite a period, and he was ably assisted by Chinseke and Kain.

### The Rocky Mountain Conference

By S. M. Clark

Basketball Coach, University of Wyoming

**R**OCKY MOUNTAIN Conference teams are at the present time involved in one of the most hectic and desperate struggles for titular honors that fans in this section have yet witnessed with Wyoming, Colorado Teachers, Colorado Aggies and Colorado College, last year's eastern division champs, all having an even chance for first place in the eastern division, and with the champion Montana Bobcats and Brigham Young University fighting it out for the championship of the western division.

The Rocky Mountain Conference is divided into two sections as intimated above, an eastern and western section. Winners of first honors in each section then play for the championship of the region. The winner of the eastern title is somewhat at a disadvantage in the post season battles because of a tougher schedule it must complete as compared with the schedule of the western division champs. This is due to the fact that seven schools comprise the eastern division while there are only four in the western division. It is thought that with the further development of athletics in this region and with in-

creased attendance at games that some other method of determining the championship will be put into effect. Another fallacy of the present system is that all teams do not play the same number of games due to geographic reasons or refusal of some schools to meet others. Another development that is expected to come with time is the installation of a freshman ruling. First year men are not allowed to compete in football but may do so in basketball and track.

Many upsets have taken place in the eastern division thus far. Colorado Aggies and Wyoming both took the measure of last year's division champs, Colorado College, by rather a decided margin while in turn the highly touted Denver University quintet has been defeated by Colorado Mines, Colorado College, Colorado Teachers and Colorado University after winning their first four starts.

Wyoming and Colorado Aggies although not conceded a chance at the beginning of the season by sport critics have pulled the big surprise. Wyoming has steadily developed until at the present time its chances are exceptionally bright. Aggies, although they got away to a poor start, are considered a major threat. Colorado Teachers and Colorado College are, of course, the biggest menace to Wyoming's and the Aggies titular aspirations. In the eastern division, Utah Aggies defeat of Montana State has been the big upset. Montana State has an excellent chance to repeat and with an even break with luck should do so.

Basketball in the Rocky Mountain region is exceptionally fast and compares very favorably with basketball played in other sections of the country as is evidenced by Montana State's defeat of Washington State, Phillips University, University of Idaho, and University of Montana.

### Basketball in the Middle-Atlantic States

By Dr. H. C. Carlson

Basketball Coach, University of Pittsburgh

**G**EOGRAPHICALLY, the so-called Middle-Atlantic states is that group of Eastern states located north of the Carolinas and south of New England. New York, New Jersey, Delaware, Maryland, Virginia, West Virginia and Pennsylvania comprise the Middle-Atlantic group.

The Eastern Intercollegiate Basketball League, including in its roster Cornell, Pennsylvania, Columbia,

Princeton, Yale and Dartmouth, is the only organization in the group that can be compared with the Western Conference. Aside from this league there is little union, despite the fact that a number of institutions in this sector develop outstanding athletic teams and a well-knit organization would provide interesting competition for league championships.

Basketball in the East is gaining popularity by leaps and bounds after suffering from the blight of over-officiating and whistle-tooting. Recently, officials, fans and players have interpreted the rules for the understanding of all concerned and there is the same concord of agreement regarding interpretation of the rules that is enjoyed in the Big Ten.

There are a number of outstanding basketball teams competing in the Middle-Atlantic states this season. Pennsylvania and Dartmouth are tied for the lead in the League race. Cornell held the lead until displaced by Pennsylvania and the Big Green quintet from Hanover.

The majority of scores are very close in the League, indicating that the teams are evenly matched. Syracuse, always a consistent winner, has lost one game to date, being defeated by Pittsburgh 45 to 24. Colgate, Army and New York University are also represented by strong teams. Fordham, after registering nine consecutive victories, was finally downed by the City College of New York, another powerful aggregation. The Navy has been setting a fast pace and is favored to defeat the Army in the service series. Catholic University has likewise made an impressive record. Penn State, another consistently powerful team, has lost three tilts. Syracuse nosed out the Nittany Lions 27 to 26, Penn eked out a slim 23 to 21 victory, and Pittsburgh won 48 to 25. West Virginia University has one of the best teams in years. The Mountaineers, coached by Stads-vold, former Minnesota star, have lost but one game this season, Pittsburgh winning 51 to 26. West Virginia made a successful invasion of the South and the return game with Pittsburgh at Morgantown in March will decide the championship of the Tri-state district, composed of Western Pennsylvania, Eastern Ohio and West Virginia.

Pittsburgh has played fourteen games, winning all of them. Victories have been recorded against Michigan, Chicago, Northwestern, Iowa and Ohio State of the Big Ten, and Dartmouth, Syracuse, Army and Colgate.

All through the East, the various schools report record attendance.

Pennsylvania, playing a very heavy schedule, has attracted crowds of 10,000 for practically all of its games in the new Palestra, a magnificent pavilion erected at a cost of approximately \$850,000.

The writer is strongly in favor of more intersectional basketball games between Eastern and Middle-Western teams. A few years ago there was a marked difference in the interpretation of the rules in the various sections of the country. Today, the rules are very well standardized, and to a great extent the agreement on interpretation has been occasioned by the intersectional games.

Basketball is becoming increasingly popular. No one section of the country has a monopoly on the outstanding teams and today the class of basketball played by many high school teams is comparable to college competition a few years ago.

### College Basketball in the East

*By Oswald Tower*

AT THIS writing, basketball interest in the East is focused upon the struggle for supremacy in the Eastern Intercollegiate League. University of Pennsylvania occupies the place of honor at the present moment, but is closely pressed by Dartmouth, last year's champion outfit and picked by pre-season experts to repeat. Tied for third place are Princeton, Cornell and Yale. So tight is the battle that any one of the five mentioned has a chance to depose Penn in the course of the next week, and no one would dare to predict how the foregoing positions may be jumbled when the season comes to a close three weeks hence. In recent games, however, Penn has been most impressive and there are many who expect the League championship to return to the Quaker City whence it departed in 1922, after residing there for four successive years. Dartmouth, with plenty of strength brought over from last year's championship team, has played in and out basketball with many flashes of old form and plenty of indication that the Green will have an important hand in determining the ultimate winner this year. Princeton, Cornell, and Yale will also be worthy rivals for any team in the circuit. Columbia seems to be out of the running, but even yet may get back into the scramble.

Outside the League there is more interest in basketball than ever before and there are probably more teams of high quality than in any previous year. Of course, we should like to head our list of Eastern teams with

Pittsburgh, but it would be stated quite properly that the Eastern teams are usually considered those situated close to the Atlantic seaboard. Fordham is strong again, despite the loss of practically all of last year's outstanding team; and, in close proximity to Fordham, are two of the good teams of the current season, New York City College and Manhattan. Upstate in New York several of the best teams of the East usually appear each season, and while it is too early to pick the best from that hotbed of basketball, the good outfits are in the making.

In New England, Springfield bids fair to land at the top again. Playing the same kind of fast, scientific basketball that carried this team through an undefeated season in 1927, the Y. M. C. A. college is evidently the team par excellence among the New England colleges. New Hampshire University is having an off year, due to the loss of the veterans who brought in fourteen victories from the fifteen games played last year. New Hampshire's record over the past dozen years or so is such, however, that a lean year now and then while green players are developed means merely a temporary pause. The "Little Three," Williams, Wesleyan, and Amherst, will stage a good battle for the group championship, for they have all shown good ability in the games to date. University of Vermont is headed toward another State championship. Harvard is represented by an average team. Rhode Island State, Connecticut Agricultural and Massachusetts Agricultural are worthy representatives of the state colleges.

The playing throughout the section is becoming satisfactorily standardized so far as interpretations of the rules are concerned. For the most part, the teams are playing clean basketball, a condition due both to uniformly good officiating and to the fine attitude of the coaches. The roughest basketball is played in the Intercollegiate League, due no doubt to the strenuous competition and the feeling that each game won or lost means a step higher or lower in the final standing. It is noteworthy that, outside the League at any rate, the finest and most successful teams are those playing the cleanest game. This is an encouraging condition and provides a ready answer to those few who still maintain that successful basketball means rough basketball. "He-man basketball" is all right provided we put the proper interpretation upon

*(Continued on page 42)*



# A Review of Track Athletics in 1927

By John L. Griffith

**I**N the January and February issues were pictures and writeups of the following men whose names appeared in the 1928 honor roll. Borah, Hill, Barnes and Williams of Southern California, Schultz of California Institute of Technology, Haynes of Denver, Cuhel, Mau and Everingham of Iowa, Caulum of Iowa State, Wells of Dartmouth, Heinrichs of Denison, Avery of Virginia Polytechnic Institute, Sittig and Lyons of Illinois University, Hooper of Southern Methodist University, Potter of Michigan Normal at Ypsilanti, Payne of Pennsylvania, Hamm of Georgia Tech, Brunk of Drake, Carr of Yale, Wirsig of Nebraska, Brix of Washington, Adelman, Hines and Maroney of George-

town, Rinefort of Grinnell, Black of Maine, Stone of Ohio Wesleyan and Pilling of Utah.

Herewith are given the pictures of six additional honor men. On the opposite page appear the pictures of

form and exercises, threw the discus regularly around 140 ft. and better.

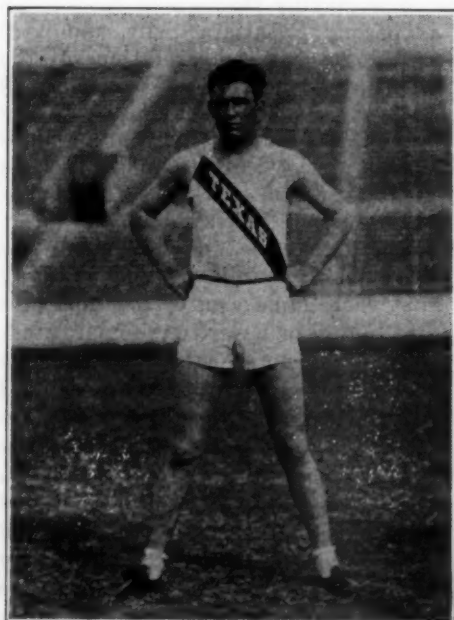
Raymond Dunson, Oklahoma University, is 5 feet 7¾ inches tall, weighs 120 pounds. His form is the same as that of any good hurdler. His size makes his time seem remarkable. He ran the high hurdles three times in meets last spring in 14.9.

Owen Rowe, 220-yd. hurdles, 23.3 seconds, is a graduate of Spanish Fork High School (Utah), where he first did work on the low hurdles. His best time in high school for the 220-yd. hurdles was 26 seconds. At this time he used 9 strides between hurdles. Rowe's development to his present rec-

(Continued on page 46)



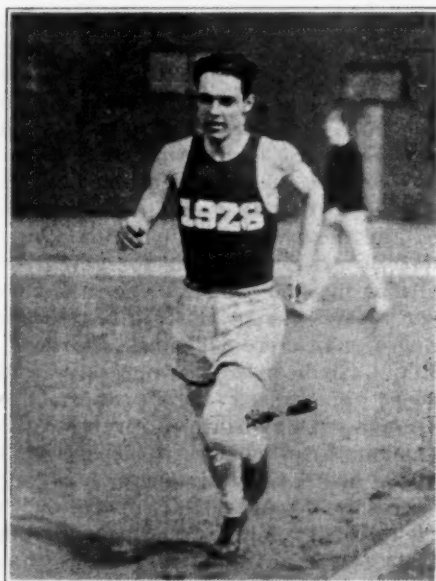
Royse Clayton, Oregon State College



Gooch, University of Texas



Raymond Dunson, Oklahoma



Charles B. Hogan, Yale

nine men whose names were listed in the honor roll of 1927 as well as in that of 1928. The writeups of these men were given in the May, 1927, issue.

Aubrey Cockrell, University of Texas sprinter, ran consistently under ten seconds. He is the best starter ever developed in the Southwest; he is a great believer in details of form.

Aubrey Gooch of the University of Texas, because of his size, natural qualifications and consistent work on



Owen Rowe, Brigham Young University

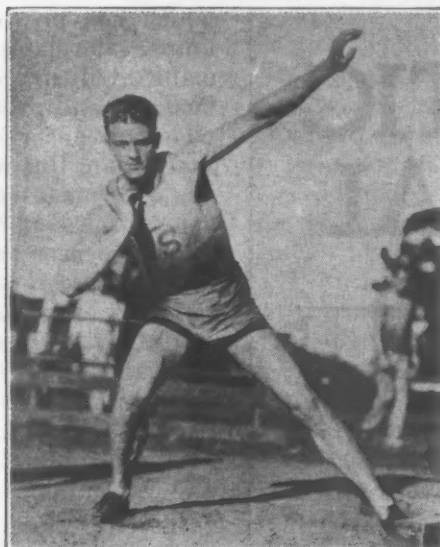


Aubrey Cockrell, Texas

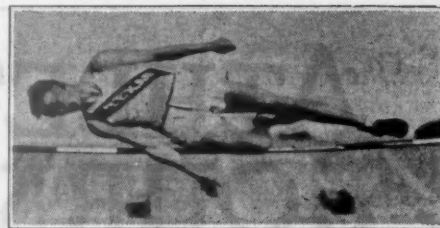




*Hermon Phillips, Butler*



*Clifford Hoffman, Stanford*



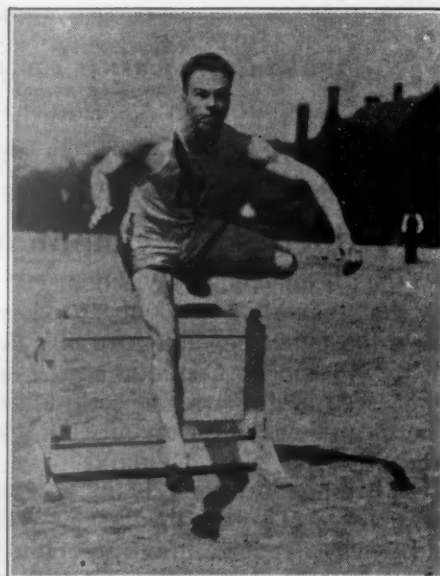
*Shepherd, University of Texas*



*Jack Taylor, Baylor University*



*Melvin Shimek, Marquette*



*Edward Spence, College of the City of Detroit*



*Frederick P. Alderman, Michigan State*



*Weemie Baskin, Alabama Polytechnic*



*Raymond Conger, Iowa State College*

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JOHN L. GRIFFITH, Editor

## Athletics and Community Spirit

IT has been frequently suggested in recent months that there is a tendency for local communities to place too much dependence upon the central government. President Coolidge stated sometime ago that what we needed was a return to local autonomy. There can be no question but that we are getting away from the old New England town idea, that small town life has lost some of its attractiveness, that the large cities are growing larger and the small towns and cities are not gaining in population. Further, the tendency of today is along the line of the development of chain stores operated by large business organizations in centers of population distant from the towns where the chain stores are located. The small town banks have in recent years depended more and more upon the help of the large city banks. It is indeed doubtful whether this is a desirable condition. A great many men are convinced that it would be a good thing for the country as a whole if there could be a revival of interest in community affairs and if the townspeople were to manifest more of a spirit of loyalty toward their home communities.

It may not be generally recognized but athletics provides a medium for the development of community spirit in the same way that college and high school spirit is so often engendered by the athletic teams and around them. In the last few years thousands of high school field houses, gymnasiums or physical education buildings have been erected. Many of these structures are available for community uses of various sorts. They provide a meeting for local citizens, both young and old, who as spectators cheer the local boys who play basketball and the other games in the same manner that the college students cheer and support their college football teams. As a result of this there cannot help develop a sense of pride in the young men and responsibility for those men who play as representatives of their high schools and at the same time as representatives of their home communities. On the other hand, every boy who wears the colors of his home institution quite naturally develops a spirit of loyalty for the old home town. Some of this loyalty is bound to carry over into his later years.

Another development which is taking place is that

which has previously been mentioned in these columns. It relates to the interest which is now being manifested in community athletics by responsible business and professional men throughout the nation who are concerned with the welfare of the younger generation. Business men who believe that it is worth while to make community life attractive and to develop a sense of responsibility and loyalty on the part of the boys of the community toward the town and its citizens can do no better than to assist in promoting and organizing community baseball, basketball and other leagues. It is, of course, generally recognized that imported players who are hired to play on this or that town baseball team have but little loyalty to the town which supports them. Not so with the younger boys who have grown up in the home town and who are given a place on the local baseball or basketball team. These youngsters who learn in their younger days to fight for the honor of the town which gave them birth in their manhood will be more disposed to manifest the same loyalty in fighting for the best interests of that town.

Those who have contributed to the building of high school and town field houses and who have assisted in promoting community athletics have probably done more for their local cities than they realize. The value of their efforts and endeavors will be understood when the results become apparent and when the coming generation has taken the place of the men who are now directing the destinies of our towns, cities and communities.

## Where Olympic Champions Are Developed

THE American boys who will place in the different sports events at the Olympic Games this year are the athletes, with very few exceptions, who have been coached by the school and college coaches. The JOURNAL called attention, following the Paris games, to the fact that the outstanding men on the American team that year were those who had made reputations in the high schools and colleges before competing on the Olympic team.

The leading candidates for places on the Olympic team now are those who received their coaching in college and who are the product of our educational athletic system. Two news items which have appeared recently in Chicago papers are interesting in this connection. The first is by Albon Holden and is taken from the *Chicago Journal*:

"A summary of the National A. A. U. meet with the athletic club affiliations of the point winners in these twelve events dropped and their university affiliations substituted would read as follows:

"100 Yards—Bowman, Syracuse, first; Borah, Southern California, second; Locke, Nebraska, third; Scholz, Missouri, fourth.

"220 Yards—Borah, Southern California, first; Locke, Nebraska, second; Sharkey, Miami, third; Scholz, Missouri, fourth.

"120-Yard High Hurdles—Werner, Illinois, first; Leistner, Stanford, second; Guthrie, Ohio State, third; Wells, Dartmouth, fourth.

"220-Yard Low Hurdles—Maxwell, Pomona, first;



Leistner, Stanford, second; Payne, Stanford, third; Guthrie, Ohio State, fourth.

"440-Yard Hurdles—Gibson, Fordham, first; Taylor, Grinnell, second; Grumbles, Southern California, fourth.

"440 Yards—Phillips, Butler, first; Haynes, Denver college, second; Swope, Dartmouth, fourth.

"880 Yards—Watson, Kansas Aggies, first; Edwards, New York university, second; Dodge, Oregon State, third; Swinburne, Georgetown, fourth.

"One Mile—Conger, Ames, first; Carter, Occidental, third; Tibbitts, Harvard, fourth.

"High Jump—King, Stanford, first; Burg, Chicago, second; Osborn, Illinois, third.

"Pole Vault—Barnes, Southern California, first; Robusch, Pittsburgh, second; Wirsig, Nebraska, third.

"Broad Jump—Hubbard, Michigan, first; Jones, De Pauw, second; Hamm, Georgia Tech, third; Meeks, Stanford, fourth.

"Shot Put—Kuck, Kansas Teachers' college, first; Hoffman, Stanford, second; Lewis, Northwestern, fourth.

"Hammer Throw—Merchant, California, first; Gwinn, Pittsburgh, second; Linn, Pittsburgh, third.

"Discus Throw—Allman, Michigan State Normal, second; Hoffman, Stanford, fourth.

"Javelin—Harlow, Stanford, first; Schjoll, Minnesota, third; Kuck, Kansas State Teachers' college, fourth."

The second is quoted from an article in the *Chicago Daily News*:

"Last year Iowa State College conducted the A. A. U. wrestling meet in the college gymnasium. At this meet there were 133 competitors, of which 123 were college undergraduates and former college men, with the exception of 13 high school boys. The college undergraduates won six first places, eight second places and six third places, and ex-college men competing unattached won two first places, and a high school boy won a third place. No representatives of athletic clubs placed. Here then was a meet conducted by college men on college property for college athletes. That the college men won practically all of the medals was to be expected, because the last Olympic wrestling team was made up exclusively of college men with the exception of one high school boy."

In no other nation in the world are athletics developed in the schools and colleges as a part of the educational system of training as they are in the United States. That is the reason why America has won in the past Olympics and why we will win again this summer.

## When Do Football and Basketball Men Play Their Best?

THAT college men play their best football and basketball as juniors rather than when they become seniors is the belief of some coaches who have expressed their opinions on the subject recently. These men maintain that the great football and basketball players as a rule are those who are

emotionally aroused by their team experiences. When they have gone through four years of high school athletics, one year on the varsity freshman squad and two years on the varsity team, they find that the kick is somehow not the same as it was. Consequently they do not block and tackle in football or fight for the ball in basketball with quite the same abandon which they did formerly.

If this theory is true then professional football will never have the same appeal as does college football. What the American people seemingly enjoy best in the way of sports are those contests in which the competitors do their best and in which there is a question as to the outcome.

The writer had the honor of coaching different army football teams in 1917 and 1918. These teams were composed of college stars, some of whom had played three years of college or university football. No football teams made up of undergraduates ever played harder or manifested more loyalty and self-sacrifice than did the men on these two army teams. It is doubtful, however, if these same men were to be brought together now, with the war fervor lacking, that they would play with the same spirit as they did in the days when the whole nation was spiritually and emotionally aroused and the war spirit was at its height.

While some coaches may have the ability to handle their seniors in college so that they will play as well as they did when they were sophomores, it is true that as a general rule our college and university basketball and football men play their best as juniors.

## Changing the Rules After the Game Is On

WHEN a sportsman engages in an athletic contest he does so with the understanding that he will abide by the rules which have been made for the regulation of the game. It is of course impossible to change the rules after the game has been partly played. If the rules impose a hardship on one of the contestants he has the option of asking to have the rules changed before the game time or of not agreeing in the beginning to play the game. It would be manifestly unsportsmanlike for him to complain about the rules after the game is on.

What is true about the playing of the game itself also applies to the observance of eligibility rules. Sometimes athletic men refuse to abide by certain eligibility rules on the grounds that the rules are unfair. If a high school is a member of a State High School Athletic Association or a college of a conference and the school or college officials believe that the rules of the association or conference are unfair to the member in question then the officers of the member institution have the right to withdraw their membership. It is unsportsmanlike, however, for any official whose institution retains membership in an organization to refuse to abide by the rules of that organization.

It is well understood that there cannot be a game without rules. It is necessary that we make sensible rules but after the rules have been made, be they sensible or foolish they will be observed by sportsmen.

# Community Baseball

By Melville H. Hodge

Superintendent Playground and Recreation Commission, Rock Island

**E**XPERIENCE in organizing baseball leagues in a number of cities in various parts of the country has convinced me that interest in baseball is not dead. The interest is there, but it is dormant. Boys, and by boys I mean men too, are naturally and instinctively interested in play. It just takes some one, who has the time and energy to devote to the cause, to awaken the natural interest in baseball, which these boys and men already possess, in order to develop a community-wide program of baseball.

There is no question but that a thousand one-dollar ball players, playing for the love of the game, is a bigger asset to a community than nine one-thousand-dollar ball players brought from the outside to entertain and represent the city. The organization of baseball leagues on a large scale is one of the finest civic enterprises any individual or organization can undertake. It not only gives the participants wholesome recreation and exercise, but gives the players and spectators, alike, something to look forward to in the playing of the games. The specialized age in which we live—the effect of our piece-work program in the industries, deadening the creative instinct, must have an antidote. Office and store people, alike, get pretty tired of their every-day work. The playing of a game of baseball, whether it is in an inter-departmental or inter-company league game, not only gives the players something to look forward to but it relieves their minds of the monotony of their every-day job and the stress and worry which are prevalent in the lives of most of us. By playing together, people get better acquainted and are thus better able to work together and understand each other. Play is the great common denominator of all races and creeds. The shop fellow learns to like and understand the white collared boy in the office if he can fill a gap in the infield. It matters little what nationality or even color the pitcher is, if he has the stuff. People will play baseball together when they won't work or worship together.

The organization of a community baseball program is simple. While it is best to let the teams, who make up the league, feel that they have had all the say in organizing the league,

my experience has proven that the men desire a pretty definite outline of organization and rules of play, already prepared, for consideration and adoption at the first meeting. It is much easier to get teams to play baseball than it is to have all representatives present at a number of meetings. Some leagues require, of course, a number of meetings, but for the average municipal league, with proper preparation, the set-up may be accomplished in one evening. In setting up a number of baseball leagues for a community, let each league be of kindred origin; that is, one league or more made up of factory workers, another of mercantile workers, another of bank employees, another of luncheon clubs or fraternal organizations, etc. If these leagues are being formed for the first time, I believe it is best to call personally on the various representatives telling them that a league of their type is going to be organized and asking them to canvass the men in their organization at once to see if they are not interested in joining such a league. Publicity, regarding the formation of such a league, is most necessary. Several telephone calls previous to the organization meeting will give one a pretty fair idea of which teams will enter the league, and a similar reminder on the day of the meeting will most likely result in all of the representatives being on hand for the meeting. A successful initial meeting, with enough representatives to form immediately a six or eight club league with a definite set of rules for the administration of the league, will send the men away with a feeling of assurance that the league will be a success.

The plan we have followed in administering the affairs of the league is to have a governing committee made up of one representative from each team; one of these members being elected chairman—generally at the first meeting. Any protests or complaints are referred directly to the chairman of the Board of Managers. Any disputes which can not be settled by the Board of Managers or a protest which the Board of Managers have acted upon and with which the teams involved are not satisfied, may be referred to the High Commissioner or Judge Landis of the league. We are fortunate in having Mr. M. H. Sexton, President of the Minor Baseball

Leagues Association, who willingly serves as the High Commissioner for all our leagues. His decisions are accepted without question. Allow the league members to select their own umpires and scorekeepers. It is important to decide when the league will start play, and allow the members to draw for the teams they will play at the first meeting. This information is what the players who make up the teams are most concerned with at the present time. With a definite knowledge of their first game, enthusiasm will grow and the opening games will go with a bang. A full story regarding the league should be given the local papers.

I believe it is most important that an entry fee large enough be charged to pay for a scorekeeper's services, it being his duty not only to score each game and see that the box score is handed to the newspapers but also to publish occasionally the batting and fielding averages of the players. Our local papers are glad to have the box scores of all of our games, whether they are soft ball or hard ball, and I believe this publicity adds more to the success of the league than any other single thing. With the exception of our fastest factory league, we are able to secure competent umpires and scorekeepers for one dollar per game. A local sporting goods dealer, for the privilege of having his advertisement on the schedule, pays for the printing of the schedule and set of rules. Every man is given a schedule and set of rules and thus is never in doubt as to when a game will be played.

I believe, in organizing a league for the first season, a six team league, playing two rounds of play, will prove more popular than one of eight or ten teams. The second season, one will know more about the teams and the league may be increased to eight teams or more.

While there are many of us old fashioned enough to advocate only the organization of regular baseball or hard ball leagues, I believe the game of diamond ball far surpasses it from the recreational standpoint and I am sure there is no better way to enroll the active athletic interests of the men of the community than through the organization of diamond ball or soft ball leagues. In our city, where we try to reach numbers rather than produce quality performances, we have





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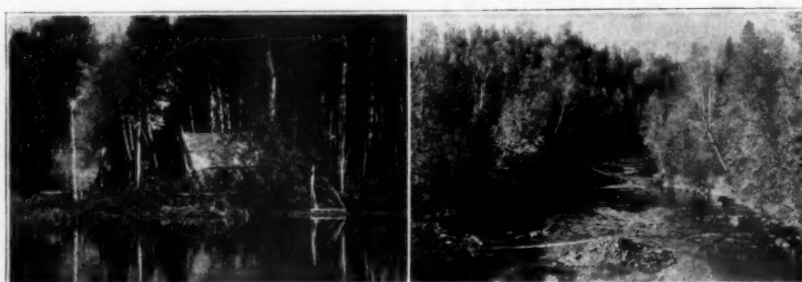
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**Irl Tubbs, State Teachers' College  
Superior, Wisconsin**

found a great response and interest in this type of game. Many men who played baseball as boys do not feel that they can participate satisfactorily in regular baseball, but will play diamond ball. It does not require the equipment, space, time, or training to play the game that it does to play regular baseball and yet more fun and recreation can be crowded into a seven inning diamond ball game oftentimes than nine innings of regular baseball. We have met with success in organizing practically all ages and types in this form of the national game. One of our most successful soft ball leagues uses a 10-inch soft ball with 75 ft. base line and a 55-ft. pitcher's box, regular baseball rules governing their play. The diamond ball leagues use the regulation 45 ft. bases, a 12-inch ball and pitch underhand. I would say the easiest and quickest way to get a municipal baseball program under way would be to organize a number of these diamond ball or so-called "soft ball" leagues. A number of sporting goods manufacturers publish rule books on the game and will give them out in quantities without charge.

The plea of the N. A. A. F. in 1924 to save baseball for the youth of America made its appeal to the Rotary Club at Fargo, North Dakota, with the result that they employed the writer to organize a number of uniformed boys' baseball leagues. The returns in character and citizenship building qualities of these leagues have been such that now the board of education in that city appropriates annually sufficient money to carry on this type of program during the spring and summer months.

The many varied types of interest confronting the boy of today necessitates the formation of a pretty attractive league to maintain his interest. In the city in which the writer is now engaged in municipal recreation work we are carrying on the same type of boys' baseball program. In brief, we run the boys' leagues just as a major league. Fraternal orders and the local luncheon clubs have each appropriated enough money for their organization to equip one team. Regular contracts are given the boys to sign the same as in the majors, and when a boy is released he is given his pink sheet the same as a leaguer when he receives his walking-papers. The boys are given suits, provided with the best of umpiring, box scores are published regularly in the papers, and in return they are expected to play like gentlemen if they wish to remain in the league. In a nutshell, we make the league so attractive to the boys





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July 20—September 2

Personally Conducted

by

*Knute K Rockne*

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The price of \$750 includes every item of expense—the ocean trip and meals aboard; transportation on the Continent; sightseeing trips as indicated; rooms at the various hotels, and meals; and admission to the Olympic Games for seven days.

For those wishing to travel in the Tourist Third Cabin on the Carmania and Second Class on the Transylvania, there is a saving of about \$120.00 bringing the total cost for the trip down to \$630.00.

*Accommodations are limited. Only a certain number can make the trip. Write at once for further information and details to*

**KNUTE K. ROCKNE**

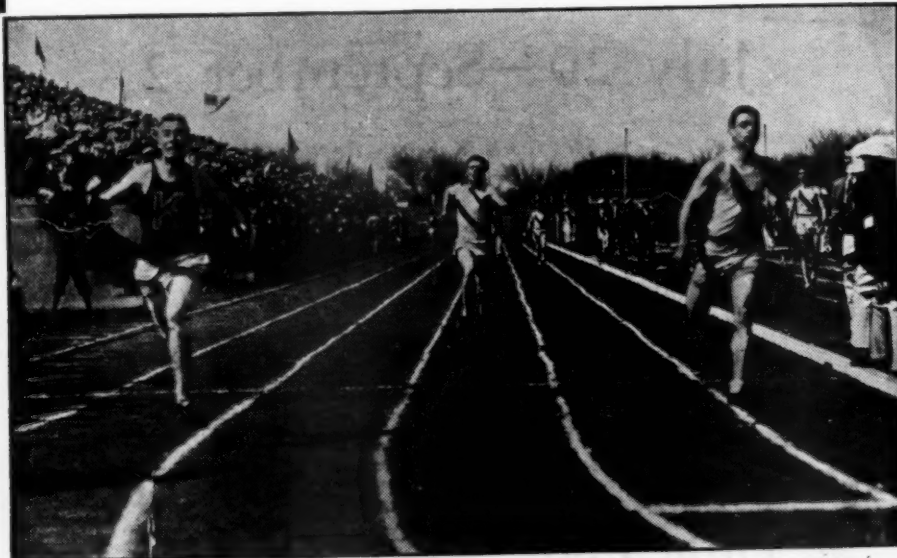
Notre Dame, Ind.

### ITINERARY

- July 20—SAIL FROM NEW YORK. S. S. CARMANIA.
- July 28—ARRIVE PLYMOUTH. Train to London.
- July 29—IN LONDON. Sightseeing tour of the city by motor coach. Leave at 8 P. M. for Harwich, boat to Hook of Holland.
- July 30—ARRIVE HOOK OF HOLLAND. Breakfast provided at The Hague.
- July 30 to Aug. 6—IN AMSTERDAM. Daily attendance at Olympic Games.
- Aug. 6—LEAVE AMSTERDAM FOR COLOGNE. By rail via Elten.
- Aug. 7—TO WEISBADEN. By steamer up the Rhine.
- Aug. 8—TO LUCERNE. By rail via Karlsruhe and Bale.
- Aug. 8—TO LUCERNE. General tour by steamer to Vitznau and rail to Rigi and return.
- Aug. 10—TO VENICE. By rail via the St. Gothard Pass.
- Aug. 11—IN VENICE. General tour of the city by gondola and guide, visiting the Grand Canal, Rialto Bridge, Doges Palace, St. Mark's Square, etc.
- Aug. 12—TO ROME. By rail via Florence.
- Aug. 13—IN ROME. Two days general tour of the city by motor coach and guide, visiting the Vatican and its Museums, the rooms of Raphael, St. Peter's, Church of St. Pietro, with the famous Moses by Michael Angelo, the Catacombs, St. John Lateran, Basilica of Santa Maria Maggiore, the Pantheon, Roman Forum, Colosseum, Arch of Constantine, Appian Way, etc.
- Aug. 15—TO MILAN. By rail via Florence.
- Aug. 16—TO INTERLAKEN. By rail via the Simplon Pass.
- Aug. 17—IN INTERLAKEN. Visit by rail to Lauterbrunnen, Scheidegg and Grindelwald.
- Aug. 18—TO MONTREUX. By rail via the Bernese-Oberland visiting the Castle of Chillon.
- Aug. 19—TO PARIS. By rail via Lausanne and Vallorbes.
- Aug. 20—IN PARIS. One day general tour of the city by motor coach accompanied by guide visiting the Opera, Madeleine, Place de la Concorde, Champs Elysees, Arc de Triomphe, Bois de Bois de Boulogne, Trocadero, Eiffel Tower and Garden, Notre Dame Cathedral, Palais Royal, etc.
- Aug. 23—TO LONDON. By rail and steamer via Calais and Dover.
- Aug. 24—IN LONDON. One day a general tour of the city by motor coach and guide visiting Trafalgar Square, National Gallery, Edith Cavell Memorial, Thames Embankment, The Temple, London Bridge, Billingsgate, Southwark Cathedral, Tower Bridge, Tower of London, Mansion House, Bank of England, Lombard Street, Cheapside and Old Jewry, Fleet Street, St. Paul's, Lincoln's Inn Fields, British Museum, Houses of Parliament, Westminster Abbey and Cathedral, St. James Palace, Pall Mall, etc.
- Aug. 25—TO GLASGOW. Sail on S. S. TRANSYLVANIA.
- Sept. 2—ARRIVE NEW YORK.

*Sixth Annual*  
**KANSAS RELAYS**

UNIVERSITY OF KANSAS  
 Lawrence, Kansas



**APRIL 21, 1928**

(Mid-Spring in Kansas)

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**Relays and Special Events for**

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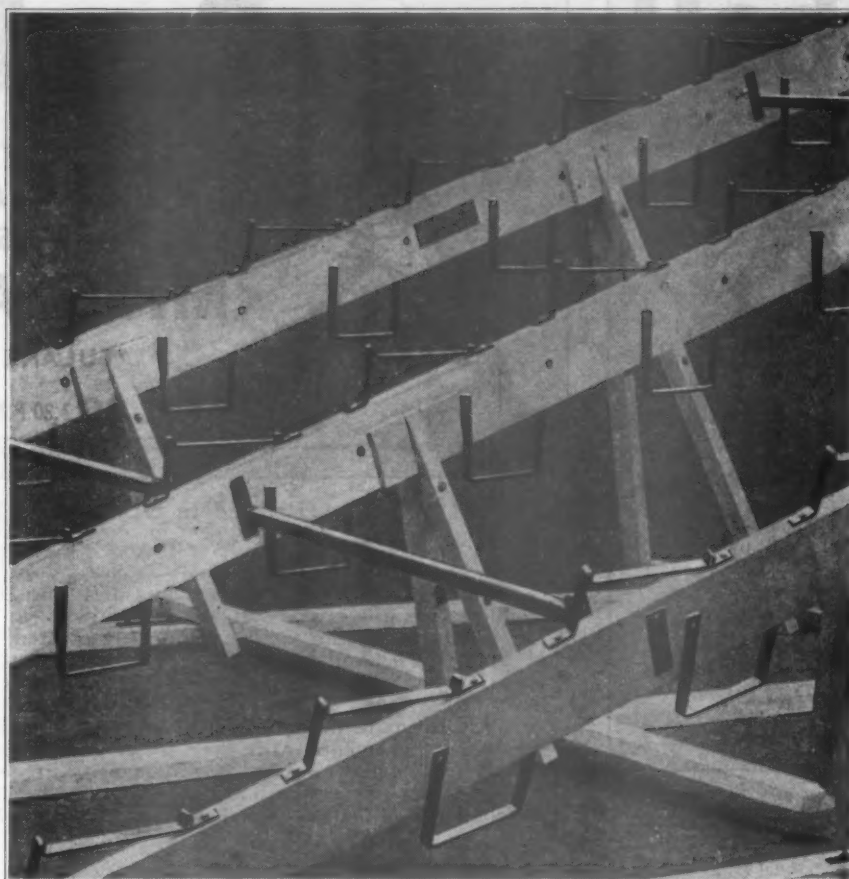
**MAJOR UNIVERSITY SPORTS  
 TAUGHT BY VARSITY COACHES**

that, should it be necessary to enforce a penalty of some kind or bench someone for several games, the same may be done, for the boy is only too anxious to make the necessary amends to return to his team. Every team must have an adult coach or manager, and only the highest type of men are permitted to work with the boys. Smoking in uniform, swearing, or back talk to the umpire are not tolerated for one minute, and very seldom has it been necessary to suspend a boy for such behavior. A regular sportsmanship prize is offered, in addition to the trophy awarded the winning team. We have yet to discover the team that did not work faithfully until the end of the season to try to win this award.

A whole summer of this kind of baseball, played under such conditions, is bound to build into the boy respect for authority and develop his character as well as his ability to play baseball. At the end of the season the suits are turned in. Any boy failing to return his suit is automatically suspended from play the following year. In organizing such a league, after he knows the number of teams which can be equipped, I would suggest that he go to the school physical directors and ask them to pick out a leader or representative type of boy in their district who would make a good one to organize a team of his age in his neighborhood. These leaders should meet in a body and have the idea of the league explained to them and should be asked to sign up on contract such players as they desire to have on their team. Later a captain and manager and adult sponsor should be elected and these three members from each team should meet with the one promoting the league and go into the matter of rules and playing regulations thoroughly. After a boy's contract is once in the hands of the organizer of the league, a boy cannot jump to another team without the consent of both managers. If it is a case of poor sportsmanship, the general manager prohibits a transfer regardless of the wishes of the team managers. In our boys' leagues we have a set of rules as complete as that of the majors. Each manager and sponsor knows exactly what the rules are and are not out to beat them. This boys' league program has attracted more attention and larger crowds at their games than any of our men's leagues. The result of the leagues has been such that we have little difficulty in annually getting an appropriation from the groups who have already equipped teams. The suits used two years ago will be used again this coming season.



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In terms of the building code Circle A Bleachers have a safety factor of four or more. This means that they are built to hold virtually four times the weight of their capacity.

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Circle A Bleachers can mean bigger crowds—and gate receipts—to all your games and meets. Finish the basketball season with Circle A Bleachers, then use the same seats outdoors this spring and summer. Next fall, increase your football attendance with these same, Circle A Bleachers.

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*These Safe Seats Mean Bigger Crowds*

SECTIONAL AND PORTABLE




# Baseball



**CORNELL**  
—VS—  
**PENNSYLVANIA**  
CORNELL FIELD  
**APR. 21 3:30 P.M. ADM. \$1**

No. 1. Printed in Orange and Black.

# Baseball



**TULANE**  
—VS—  
**MISS. A. & M.**  
TULANE FIELD  
**APR. 29 2:30 P.M. ADM. 75c**

No. 2. Printed in Orange and Black.

## HOW TO ORDER

Our posters are furnished in lots of 100 to 1000 or more, in any combinations of designs that you may select.

We furnish them to you completely printed, with the exception of names of schools, date, place, etc., which you have imprinted by your local printer, as indicated in the miniature examples pictured here.

You estimate that you will need four hundred posters for your season's requirements. You may divide your order evenly among the series, or you may order a larger quantity of one number than another. Order posters by both name and number. For instance: 50 Baseball No. 1, 100 Baseball No. 2, 50 Track No. 2, etc.

## Make This Season a Success—You Can With These Posters

You're going to turn out a winning team this season or know the reason why.

Fine!—But, when the final play of the last game is over and you sit down to check up your expenses, how will you stand?


It takes a lot of money to operate a team nowadays. Bills pile up in alarming fashion, and unless you are "watching your step" every day of the season, the first thing you know, the bookkeeping side of the team is playing most of its games on the red side of the ledger.

"Watching your step"—keeping "outgo" from exceeding "income" can be accomplished in just one way, and that is to insure overflow crowds at every game. You want, you need big crowds at every game this season. They lend "pep" and enthusiasm to the team. They also mean gate receipts, good, hard cash, and plenty of it.

Take out "Crowd Insurance" in the form of poster advertising—not just printed hand bill announcements, but big, strong, beautifully colored posters. Put them up in windows, on walls, fences, etc., in your own and neighboring towns.

They will get the crowds for you. There's nothing like our posters for quickly forming a surging, impatient line of cash customers in front of the ticket office.

# Track Meet



**NOTRE DAME**  
—VS—  
**MICHIGAN**  
CARTIER FIELD  
**MAY 20 2:00 P.M. ADM. \$1**

No. 1. Printed in Red and Black.

The Full Size Posters are 14"x22"—r



# Baseball



**CULVER**  
—VS—  
**LAKE FOREST**  
OVER ACADEMY FIELD  
MAY 6 2:00 P.M. ADM. 75c

No. Printed in Red and Black.

Can Do It

# Tack Meet

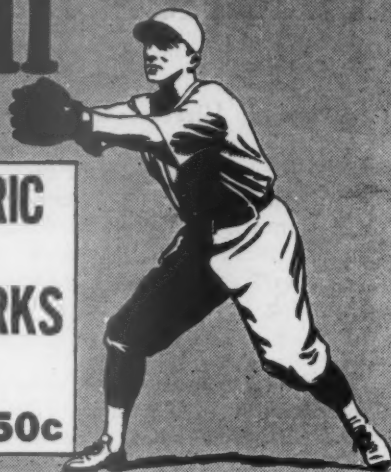


**YALE**  
—VS—  
**HARVARD**  
YALE BOWL  
NOV 10 3 P.M. ADM. \$2.00

No. 2 Printed in Orange and Black.

22" Printed on Heavy 4-Ply Cardboard

# Baseball



**WESTERN ELECTRIC**  
—VS—  
**DIAMOND IRON WORKS**  
IRON WORKS PARK  
JUNE 16 4:30 P.M. ADM. 50c

No. 5. Printed in Yellow and Blue.

# Baseball



**TULSA**  
—VS—  
**OMAHA**  
McNULTY PARK  
JUNE 3, 4, 5. 4 P.M.

No. 4. Printed in Red, Yellow and Black.

# Baseball



**CENTRAL H. S.**  
—VS—  
**McKINLEY H. S.**  
CENTRAL PARK  
APR. 7 3:30 P.M. ADM. 50c

No. 6. Printed in Red, Yellow and Black.

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100 Posters.....	\$ 9.50	500 Posters.....	\$46.50
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300 Posters.....	28.00	800 Posters.....	71.00
400 Posters.....	37.00	1000 Posters.....	89.00

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Thirty Days, Provided the Order Is Signed by an Official*

# Athletics in Secondary Schools

By Leonard Brodnax Plummer,

Assistant Athletic Director and Director of Junior Athletics at the New Mexico Military Institute

(Continued from the February issue)

IN the February issue of the ATHLETIC JOURNAL Captain Plummer suggested the use of the tournament as one of the very best methods of stimulating interest in athletics.

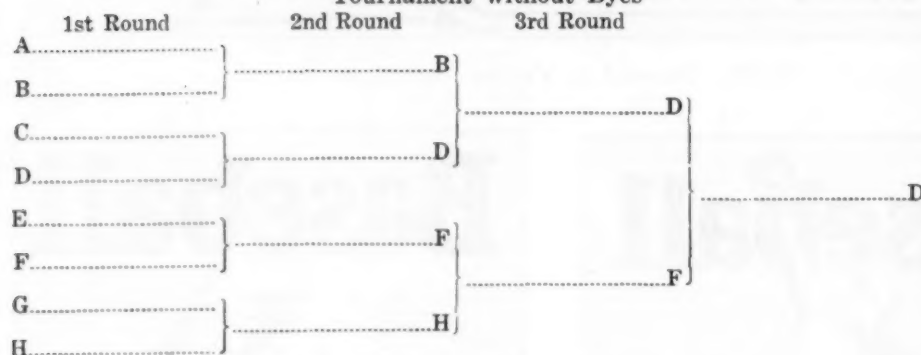
Practically every form of athletics, he said, would lend itself to the tournament plan. Tables V and VI, which were mentioned in that issue, are given in this number.—Editor's Note.

For table VI see page 28

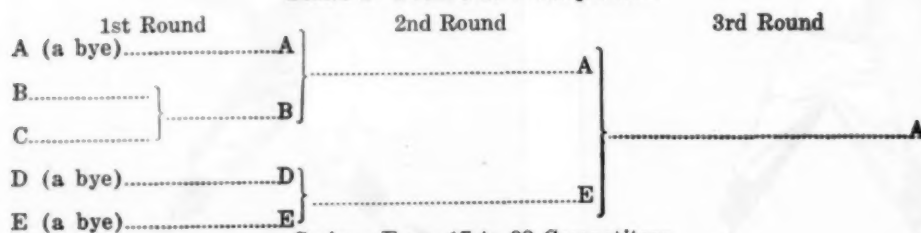
TABLE V

Straight Elimination Tournament Diagrams  
(Spalding's Tennis Annual, 1924, Part III, pp32-34)

Tournament without Byes



Series 1—From 5 to 8 Competitors



Series—From 17 to 32 Competitors

With 17, 7 byes at the top and 8 byes at the bottom



Tournaments with Byes

If the number of contestants is not a power of 2, there should be byes in the first round. The purpose of having byes is to bring to the second round a number of contestants that is a power of 2. The byes in the top half are drawn first, the ones in the bottom half are drawn last. Examples of drawings with byes:

With 6, there will be 1 bye at the top and 1 bye at the bottom. With 7, 1 bye at the bottom. With 8, no byes. Series 2—From 9 to 16 Competitors

With 9, 3 byes, at the top, and 4 byes at the bottom. With 10, 3 byes at the top, 3 at the bottom. With 11, 2 byes at top, 3 at bottom. With 12, 2 byes at top, 2 at bottom. With 13, 1 bye at top, 2 at bottom. With 14, 1 bye at top, 1 at bottom. With 15, 1 bye at bottom. With 16, no byes.

With 18, 7 byes at top, 7 at bottom. With 19, 6 byes at top, 7 at bottom. With 20, 6 byes at top, 6 at bottom. With 21, 5 byes at top, 6 at bottom. With 22, 5 byes at top, 5 at bottom. With 23, 4 byes at top, 5 at bottom. With 24, 3 byes at top, 4 at bottom. With 25, 3 byes at top, 3 at bottom. With 26, 3 byes at top, 3 at bottom. With 27, 2 byes at top, 3 at bottom. With 28, 2 byes at top, 2 at bottom. With 29, 1 bye at top, 2 at bottom. With 30, 1 bye at top, 1 at bottom. With 31, 1 bye at bottom. With 32, no byes. And so on with larger numbers in the same manner.

## CHAPTER IV

### Mass or General Athletics for Boys

#### I. Sources and Definitions.

Scope.—This chapter does not attempt a compilation of games from the various sources but merely lists by name the games suitable for secondary school use, together with page references to the sources. It also outlines briefly the various methods of mass athletic competition. There is no attempt to outline a definite program but sufficient material is suggested from which a choice may be made.

The principal source of material for this chapter is S. C. Staley: *Individual and Mass Athletics*. Professor Staley is Assistant Professor of Physical Education in the University of Illinois. The book not only outlines the various methods of mass or general athletic competition but also





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stand strain at the vital seams . . . to last long under the most gruelling use.

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contains a large number of games, contests, and relays suitable for use in the intermediate grades, junior and senior high schools, and colleges. It is the out-growth of fifteen years of experience in the Y. M. C. A., boys' clubs, high school, college, the army and on the playground. Jessie H. Bancroft: *Games for the Playground, Home, School, and Gymnasium* is a standard compilation of games for the purposes indicated in the title. The manuals and courses of study in physical education of the states of New York, Washington, Alabama, Oregon, and others contain valuable suggestions as to games and the general conduct of mass athletics. There are some important discussions of the various phases of mass athletics in the files of the ATHLETIC JOURNAL.

Definitions.—The term "mass athletics" seems to be somewhat misleading, as some writers prefer to use it in place of the term "intramural or intraschool athletics." These terms are not to be used interchangeably. Intramural athletics has been defined in the preceding chapter as referring to all competitive sports which take place "within the walls" of a particular school or institution. The confusion with mass or general athletics comes from the popular use of the term which is to limit the intramural athletics to the activities confined to a particular school, either among the individuals or among the teams of that school which compete with each other. Staley defines individual athletics as including all big muscle activities which are measurable in terms of time, number, and space. He says that mass athletics is nothing more than

group competitions in the individual activities." Interschool athletics was defined in a preceding chapter as competitive activities between two schools. Following these definitions, mass or general athletics could be defined as competitive activities for the "masses" or for large numbers. In contrast to the teams in interschool and intramural athletics, which are limited to certain numbers, a mass athletic team may have any number from one up. The only limitations are the time allotted, the number to be handled, and the space available. The interschool and intramural contests represent organized competition while mass athletics may be for one time only, as a play hour.

Importance.—After the interschool and intramural teams have been selected there will still be a few who have not been served by either. These pupils may not be proficient enough to make the teams, they may be physical mis-fits or they may not be athletically inclined. But if the athletic slogan of "something for everyone" is to be carried out to its fullest extent these pupils must be served. This is the field of mass or general athletics. The advantages of using mass or general athletic events are: (1) They may be organized and carried on during school hours in the recitation periods as well as after school hours and during the play periods. (2) An untrained teacher as well as a trained teacher may carry on the program. (3) Each pupil progresses as an individual. (4) Each pupil may be taught as an individual. (5) The individual can do his own practicing; continual coaching is not necessary.

(6) Mass athletics may be engaged in by the individual alone or by a group. (7) A marked field is not necessary, as they may be practiced anywhere. (8) They give training in a great number of utilitarian activities—running, jumping, vaulting, throwing, climbing, etc. (9) They require each individual to give all he has in each performance."

Background.—In discussing individual athletic events and the various methods of athletic competition we usually think of a regular track and field meet. This would limit us to some twelve or fourteen events and a certain method of conducting the meet. This custom has been handed down to us through the ages. Yet this is a very small part of the field of mass athletics. There has been added to the regular track and field events a number of events which have long held a place in our folk pastimes, still others which have been invented to test certain physical abilities, and still others that have been drafted from the elements of our standard organized games."

## II. Suggestive Plans for Mass or General Athletics

Divisions.—There should be two main divisions of mass athletics—compulsory mass athletics and voluntary mass athletics. In the first division there should be included certain tests required of all pupils whether they are members of interschool, intraschool, or mass athletic teams. The other division is to provide something for those pupils who cannot have a part in either interschool or intraschool teams, either because they are not proficient enough to make these teams or because they are physically unfit for such competition. In this would also be included those who are not athletically inclined.

Types of Events.—In the first division, compulsory mass athletics, three events should be included—swimming and life saving tests, boxing, and first aid to the injured. In the second division, voluntary mass athletics, five types of events are included: (1) Events which are included in our regular track and field programs—100 yard dash, shot put, etc. (2) Events which have a history of former usage in our organized athletic program but which have now practically disappeared—standing high jump, etc. (3) Events invented to exercise or test strength, endurance, skill, and other abilities of large muscle groups—sit-ups, spider jump,

TABLE VI  
SCHEDULE FOR ROUND ROBIN TOURNAMENT  
(With Four to Eight Entries)

(Army and Navy Athletic Handbook, New York, 1919, p 86.)				
4-teams	5-teams	6-teams	7-teams	8-teams
1-2	1-2	1-2	1-2	1-2
3-4	3-4	3-4	3-4	3-4
1-3	1-5	5-6	5-6	5-6
2-4	1-3	1-3	1-7	7-8
1-4	2-4	2-5	1-3	1-3
2-3	2-5	4-6	2-5	2-4
	1-4	1-4	4-6	5-7
	2-3	3-5	2-7	6-8
	3-5	2-6	1-4	1-4
	4-5	1-5	3-5	2-3
		2-4	2-6	5-8
		3-6	3-7	6-7
		1-6	1-5	1-6
		2-3	2-4	1-5
		4-5	3-6	2-6
			4-7	3-7
			1-6	4-8
			2-3	2-5
			4-5	3-8
			5-7	4-7
			6-7	1-7
				2-8
				3-5
				4-6
				1-8
				2-7
				3-6
				4-5

<sup>1</sup>Staley, S. C.: *Individual and Mass Athletics*, New York, 1925, p vi.

<sup>2</sup>Ibid, pp1-2.

<sup>3</sup>Ibid, p v.





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The Bill Doak Glove, originated by Bill—manufactured by Rawlings, pours a steady stream of profits into the hands of retailers and a steady stream of “sure-fire” catches into the hands of professional ball players. Here are a few lines from some of the boys:

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Have used none but the “Doak Glove” in the past three years and have had only one error during that period of time.  
(St. Louis Cardinals) **WILLIAM SHERDEL**

Have used the Bill Doak Glove the last four seasons.  
(N. Y. Americans) **RUEL R. LOVE**

I use a Bill Doak model consistently—nothing else—think it finest glove on the market.  
(St. Louis Cardinals) **GEO. TORPORCER**

I used a Bill Doak Glove during the World's Series—also during 1926 season with great satisfaction.  
(St. Louis Cardinals) **JAKE FLOWERS**

Used the Doak Glove in the pennant race of 1926 and the World Series.  
(St. Louis Cardinals) **CHAS. FLINT REHM**

The Bill Doak Glove is the greatest glove made today.  
(St. Louis Cardinals) **RAY BLADES**

I used the Bill Doak Glove during 1926 Pennant Race and World Series. It's the only real serviceable glove I ever used.  
(St. Louis Cardinals) **TAYLOR DOUTHIT**

I use the Bill Doak Glove and it certainly is a wonderful fielding help.  
(St. Louis Cardinals) **ARTHUR C. REINHART**

The Bill Doak is some glove. It is our regular equipment in all games, including the World's Series.  
(St. Louis Cardinals) **R. A. HOLM**

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etc. (4) Events which have been carried on informally for ages but which have never been included in organized competition, folk athletic events—three pegs, pirouette, etc. (5) Events which have been taken from elements of our great organized games—baseball distance and accuracy throws, etc., from baseball; foul shooting, etc., from basketball; corner kicking, etc., from soccer, etc." Each of these events will be discussed in detail.

### III. Compulsory Mass Athletics

Justification.—In previous chapters the contention has been made that all athletic competition should be voluntary and not compulsory. Yet the first division in this chapter on mass athletics is "compulsory mass athletics." Then how are such contradictory statements to be justified. While it is true that athletic competition should be voluntary and not compulsory, there are certain events with which every person should be familiar for the sake of self-preservation and self-protection. Every boy should know how to swim, not only for his own protection, but for the protection of others as well. In order for him to be of greater service in case of accident he should also have a thorough knowledge of life-saving. Boxing is to be justified on the basis of self-protection. Fighting is not to be encouraged but a knowledge of the principles of boxing may be of service in future life.

First aid is not an athletic event. Its place in an athletic program is justified because a knowledge of first aid is necessary in order to care for athletic injuries. The point might be made that this work is the business of the coach. This is true if the coach is present. In his absence another player must function in the case of injuries and accidents. Then, of course, a knowledge of first aid is beneficial for self-protection and for the protection of others.

Swimming and Life Saving.—If a pool is available every pupil in school should be required to pass a swimming test as soon after the opening of school as possible. This test should be to swim a short distance using any stroke that the swimmer wishes to use. This distance is usually across the pool or one length of it. One requirement for the First Class Boy Scout badge requires the boy to swim fifty yards. This requirement is a very fair one for high school purposes. While giving this test a number of life-savers should be present as a matter of precaution.

Those who cannot pass the test

should be organized into classes and taught how to swim. The instructor should use a simple method of instruction so that his class can learn as quickly as possible. George H. Corsan, Sr., Swimming Instructor of the National Y. M. C. A., in his *Diving and Swimming Book*, gives such a method in the chapter on "Fear Elimination Drill." His methods were successfully used for mass instruction of beginners during the recent World War. There were from 100 to 150 in each class. The tests should be given at convenient intervals. As soon as a boy passes the test he should be dropped from the class. It is not the purpose of this test to develop expert swimmers or to teach advanced swimming. It is merely to see that every boy can swim enough to protect himself and others as well, if the occasion should arise.

The instruction in life saving should include instruction and demonstration of the methods of artificial respiration, especially the Schaefer methods. Chapter XII of Corsan's *Diving and Swimming Book* contains an excellent life-saving drill. It is not necessary that all pupils pass the life saving tests, such as the Junior and Senior Red Cross and the Boy Scout Merit Badge, although it would be excellent if all could pass some of these tests. They should be required to attend a certain number of lectures and demonstrations in the art of life saving. A careful record should be kept of all pupils who pass the swimming and life saving tests.

Boxing.—While it is not the purpose of this requirement to encourage fighting or to develop a class of "toughs or bullies," it is thought that a knowledge of the fundamentals of boxing will be of great help to boys of high school age. Activity and aggressiveness are of great value to all boys as well as to all men. Boxing develops the spirit of aggressiveness, teaches boys and men to carry on when hurt, and trains them in self-control. The instruction should be in a form that is simple, direct, and practical. It should be given to the class as a whole and not to the individuals. A certain proficiency test should not be required, but as in life saving, the pupils should be required to attend a certain number of lectures and demonstrations of boxing. R. F. Nelligan, Professor of Physical Education for Amherst, has an article on "Class Boxing" in the February, 1926, issue of the *ATHLETIC JOURNAL*. This article was originally used as a basis for boxing instruction in the Army during the World War. It may be easily adapted to high school use.

First Aid to the Injured.—There are several ways of giving instruction in first aid to the injured. Arrangements may be made for the local physicians to give instruction free of charge. This would necessarily have to be a series of lectures and demonstrations to as large groups as possible. The school instructor in physiology and hygiene might conduct classes. Instruction might be given by the athletic coaching staff. The Second Class and First Class tests of the Boy Scouts are very thorough. The Boy Scout Merit Badge in First Aid is for advanced first aid. It is not expected that all of these tests should be passed by the pupils, although it would be an excellent thing. There should be a required attendance at a certain number of lectures and demonstrations in first aid.

### IV. Voluntary Mass Athletics

Methods of Use and Conduct.—Five types of events are included in voluntary mass athletics. They may be used in any number of different ways. They may be formal as an organized track and field meet or they may be informal as on a picnic. They may be for individuals or for teams or for both. They may be for one class period or they may be used for several. In fact, the only limitations are time, number, and space. Staley lists twelve different methods of conduct: (1) place method, (2) mass method, (3) modified mass method, (4) relay method, (5) shuttle method, (6) cumulative method, (7) elimination method, (8) tournament method, (9) rank method, (10) zone method, (11) point method, and (12) group method.<sup>28</sup> These twelve methods are outlined briefly in the following pages and may be used for general reference.

Place Method.—The place method of athletic competition is the method with which the average individual is the most familiar. The number of individual events which may be used for testing and competitive purposes is almost unlimited. The following is a list of the regular track and field events:

#### Junior High School:

1. 50 yard run
2. 100 yard run
3. Running broad jump
4. Standing broad jump
5. Running high jump
6. Shot put (8 pounds)

#### Senior High School:

1. 100 yard run
2. 220 yard run
3. 440 yard run
4. Shot put (12 pounds)
5. Javelin throw

<sup>28</sup>Ibid, p8.

<sup>28</sup>Staley, S. C.: *Individual and Mass Athletics*, New York, 1926, pp5-6.





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... A good team *deserves* the best equipment ... a fair team *needs* the best. And the best means "Bradley" when it comes to Knitted Outerwear! Bradley socks, sweaters, sweater coats, sweat shirts and monograms. And, when the season's over, Bradley class and honor sweaters. See the Bradley line at your athletic dealer's. Or write to us for the Bradley Athletic List.

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6. Discus throw
7. Running broad jump
8. Standing broad jump
9. Running high jump
10. Standing high jump

There are also a large number of miscellaneous events which have been taken from various sources. There are certain rules for each event, but these may be changed as desired. Table VII contains a list of these miscellaneous events with page references to Staley: *Individual and Mass Athletics*.<sup>22</sup>

Games.—Games should play an important part in mass or general athletics. In fact, mass athletics in a way is a form of supervised recreation. Games are just as important in high school as in the grammar school and primary department. Games, however, that are adapted to high school use should be selected. If there is sufficient demand, there is no reason why games adapted especially for grades below the high school should be played as well. The object should not be to force games upon the pupils, but the games should be selected so that they will be interesting as well as helpful. There should be no attempt for the pupils to learn a mass of games, but every game that is selected should be learned well. This does not mean that every game should be mastered before taking up another. When the pupils refuse to respond to a game, the best thing to do is to try some other game. It may be possible to introduce the rejected game at some later date. The rules of a game should be explained clearly and understood thoroughly before there is an attempt to play the game. The pupils should be allowed to suggest the games to be played and even to suggest games that are not included in the list. Numerous variations of the same game are to be found in different parts of the country. In Table VIII is a list of games taken from Jessie H. Bancroft: *Games for Playground, Home, School and Gymnasium*. The page references are to this book. This list of high school games is far from exhaustive. A large percentage of those listed for the elementary grades will be found suitable for high school use as well.

Mass Method.—The mass method is the same thing as the place method only that the events are arranged so that a large number can participate. The events are the same as those of a regular track and field meet, together with some other events similar in nature. It is not possible, however, to observe all of the details of the rules for a regular track meet. Mass athletic meets form a popular means

of competition between grammar schools, high schools, and playgrounds. In some cases this meet represents the big feature of the year. In other cases it is held as a preliminary try-out for the annual city meet. These meets may be conducted after school hours or they may have an entire afternoon given over to them. In the first instance it would be very practical to use one event each afternoon—Monday, all of the runs; Tuesday, all of the jumps; Wednesday, all of the throws; Thursday, all of the relays. In conducting these meets there are four possible classifications that are used: age, height, weight, and grade. The most popular combinations are grade-weight, grade-height, and age-weight. These may be divided into midgets, lightweights or junior, and heavyweights or giants. A norm would have to be established as a dividing line between these divisions. Which is the best of these suggested classifications? Each has its advantages as well as its disadvantages. Hence each school will have to determine its own basis of competition, which will perhaps vary from year to year and even from season to season. The following events are to be used for mass athletic competition:

### Junior High School:

#### Runs:

1. 50 yard dash
2. 100 yard dash

#### Jumps:

1. Standing broad jump
2. Running broad jump
3. Double jump
4. Standing hop, step and jump
5. Running hop, step and jump

#### Throws:

1. Shot put (8 pounds)
2. Baseball
3. Playground ball

#### Relay:

- 1, 4, 8, 10, 15, or 20 runners.

### Senior High School:

#### Runs:

1. 100 yard dash
2. 220 yard dash

#### Jumps:

1. Standing broad jump
2. Running broad jump
3. Triple jump

#### Throws:

1. Medicine ball
2. Shot put (12 pounds)

#### Relay:

- 1, 4, 8, 10, 15, or 20 runners.

Information concerning the meet should be given as much publicity as possible. This should include the list of events, their order, the rules of competition, the time and place of meeting, the prizes, the classification and divisions, the method of scoring, dress restrictions, etc. In some meets

<sup>22</sup>Ibid, pp255-256, 8-108.



each boy is allowed to enter only one event; in other, two events—one track and one field. This will have a tendency to eliminate "stars." The conduct of a mass athletic meet is somewhat different from that of a regular track and field meet. In conducting the runs there should be sufficient lanes to accommodate all contestants without having to resort to more than one trial and the final. In the jumping events pits should be provided for each group of 50 contestants in each class. There should not be over two or three jumps. In the throwing events there should be a field for each group of from 50 to 75 candidates in each class. There should be sufficient equipment on hand so there will be no delay in waiting for the return of the weights after a throw. Two throws are sufficient. In the relays there should be sufficient lanes for all teams entered. In all preliminaries four winners of each class should be selected for the finals. In the finals three, four, or five places should be given."

**Modified Mass Method.**—The underlying principle in a modified mass athletic event is that all of the contestants, or at least half, compete at the same time. Hence there can be no events requiring special equipment. The following events are suitable for meets of this type:

**Runs:**

1. Running 40 to 100 yards.
2. Weight carrying (another boy of the same weight) 30 to 60 yards.
3. Hopping 30 to 50 yards.
4. Walking 50 to 200 yards.
5. Double jumping 40 to 100 yards.
6. Backward running 30 to 60 yards.
7. All-fours 20 to 50 yards.
8. Human wheelbarrow 20 to 40 yards.
9. Three-legged 40 to 100 yards.
10. Squat jumping 30 to 60 yards.
11. Alternate hopping 40 to 75 yards.
12. Bear gallop 20 to 50 yards.
13. Crab walk 20 to 40 yards.
14. Stiff knee jumping 20 to 40 yards.

**Broad jumps:**

1. Standing broad jump
2. Standing broad hop
3. Standing backward jump
4. Double jump
5. Triple jump
6. Standing hop, step and jump
7. Standing leap and jump
8. Standing hop, skip and jump
9. Sideward jump
10. Whole Hammon (standing)
11. Zig-zag

<sup>10</sup>Staley, S. C.: *Individual and Mass Athletics*, New York, 1925, pp109-128.

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12. Three pegs
13. Seven hops
14. Seven jumps

**Strength:**

1. Floor dips
2. Sit-ups
3. One leg squats
4. Knee dips
5. Leg lifts
6. Trunk lifts
7. Squat and dip
8. Stand, squat and dip

As there are so many taking part it is best to conduct the runs on a straight-away. Two parallel lines should be established—the starting line and the finish line. Their distance apart will vary with the event used. The instructor should place the contestants behind the starting line, explain the race and point out the fouls, have it demonstrated, and then start the race. The judges should eliminate the unfair ones and pick the winners at the finish line. It is better to conduct the runs outdoors, but if it is necessary to conduct them indoors, the contestants may run back and forth across the gymnasium.

In conducting the jumps a take-off line should be established. If indoors each contestant should be given a piece of chalk to mark his jump; outdoors, a chip of wood or a small stone. The instructor should announce the jump, demonstrate it, and explain the fouls. Then all contestants should toe the take-off line. At the signal all should execute the prescribed jump and mark his own jump. Each contestant should have from two to five jumps. If desired the instructor could have the contestants count off by twos and have the "ones" jump and the "twos" judge and mark them, and then have the "twos" jump and the "ones" judge and mark them.

In the strength events the event is named and demonstrated, and the fouls explained. The contestants are then placed in the starting position according to the event. At the command "Go" all perform the prescribed event. The instructor counts so that the contestant may regulate his work. When a contestant falls behind the count he is eliminated. The instructor continues until all have been eliminated. A second method is the same as the second method in the jumps. In all events winners of first, second, third, fourth, and fifth places are determined. The events of this method are suitable for both gymnasium and playground work.<sup>88</sup>

**Relay Method.**—Perhaps the most popular type of the mass meet is the relay method. The organization and conduct of a meet of this type is so simple that time and again during the

World War an entire regiment was called on the field and conducted through an inter-company meet in which every man in the regiment took part without any previous announcement of the meet having been made. Of course it is better to announce the meet beforehand. The following events are well adapted to this method:

1. Sprinting
2. Leap Frog
3. Crawl Through Legs
4. Jump Stick
5. Centipede
6. Caterpillar
7. Chariot
8. Donkey
9. All Fours
10. Down-and-up
11. Rescue
12. Stand Up
13. Potato
14. Wheelbarrow
15. Obstacle
16. Straddle Ball
17. Equipment
18. Paul Revere
19. Sack
20. Hopping

Any number of teams from 2 to 12, with from 8 to 25 players on each team may take part in a meet of this kind. The meet may be carried on informally or formally. In an informal meet the teams should be lined up abreast the starting line and about ten feet apart. Each team should be in charge of a captain. The relay is then explained and demonstrated. Turning points should be established for each team. At the command "Go," the first player should run around this turning point and touch off the next player on the starting line. This continues until the event is run. This procedure will vary with the event, but in general it is the same for all. A formal meet is conducted in practically the same way, except that more care is taken in marking off the field and in conducting the meet. As many places should be given as there are teams entered. There are innumerable variations and novelties which may be used in a meet of this kind.<sup>89</sup>

**Shuttle Method.**—This method is so called because the players run, jump, aid throw back and forth in shuttle fashion. The following events are adapted to this method:

**Runs:**

1. Short sprint (about 20 yards)
2. Long sprint (about 100 yards)
3. Hurdle
4. Obstacle
5. Hopping
6. Weight Carrying

**7. Double Jumping****Jumps:**

1. Standing broad jump
2. Running broad jump
3. Standing hop, step and jump
4. Three standing broad jumps
5. Two standing broad jumps
6. Backward jump
7. Standing broad hop

**Throws:**

1. Shot put
2. Baseball far throw
3. Medicine ball far throw
4. Discus throw
5. Hurl ball far throw
6. Javelin throw
7. Playground far throw
8. Basketball far throw.

The teams run in lanes as in the relay meet, but in this meet each team is divided in half and placed at opposite ends of the lane. A baton is given to the first player on one line. At the command "Go," these players run to the other line and pass the batons to the first players, who in turn run to the original line. This shuttling back and forth continues until all have run. The same procedure is carried out in the jumps. The player in the first line jumps; the first player in the second line, using this heel mark, makes a return jump; and so on until all have jumped. The throws are conducted in the same way. In the jumps and throws if the last mark is beyond the baseline that team wins; if it falls short, the team loses. Hence there must be a process of elimination in the jumps and throws in order to determine the winners. Places will be given as in the other events. This method is very satisfactory for use on the playground and during recesses.<sup>90</sup>

**Cumulative Method.**—The constant see-sawing back-and-forth as good and poor competitors forge to the front or fall in the rear makes the cumulative method very interesting. The following events may be used:

**Runs:**

1. Short sprint (about 60 yards)
2. Long sprint (about 200 yards)
3. Hurdle
4. Obstacle
5. Hopping
6. Weight carrying

**Jumps:**

1. Standing broad jump
2. Running broad jump
3. Standing hop, step and jump
4. Running hop, step and jump
5. Three standing broad jumps
6. Pole vault for distance
7. Backward jump
8. Standing broad hop
9. Three pegs

**Throws:**

<sup>88</sup>Ibid, pp129-136.  
<sup>89</sup>Ibid, pp137-142.

<sup>90</sup>Ibid, pp143-148.



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1. Shot put
2. Medicine ball throw
3. Discus throw
4. Hurl ball throw

**Strength:**

1. Pull-ups
2. Floor dips
3. Sit-ups
4. Weight lifts
5. One arm over head lifts

**Accuracy:**

1. Horseshoe pitching
2. Basket shooting
3. Medicine ball target throw
4. Basketball target throw
5. Baseball target throw

The runs should be about a circular track of the desired length. The competing teams should be arranged about this track as evenly as possible, but well away from the track. The first player of each team should be given a baton and placed on the track. At the signal the competitors run around the track. When they reach the starting point the baton is passed to the next player, who in turn proceeds about the track. This continues until all have run. The team finishing first wins.

In the jumps a baseline is established. The teams are placed in columns about ten feet apart. The second player uses this heel mark and jumps. This continues until all have jumped. The entire distance jumped by each team is then measured. The team jumping the greatest distance wins. The throws are conducted in the same manner as the jumps.

In the strength events the teams are placed in columns. At the signal the first player of each team makes his effort. When he finishes the next player begins, counting his score from where the first player left off. The team scoring the highest total wins. The accuracy events are conducted in a similar manner. The team scoring the highest number of successful throws wins. The same points are given as in the previous meets. This meet is suitable for gymnasium and playground groups."

**Elimination Method.**—The elimination method ranks next to the relay method in popularity. The following list of events is very satisfactory and popular:

**Long jumps:**

1. Running broad jump
2. Standing broad jump
3. Running hop, step and jump
4. Standing hop, step and jump
5. Running spring board broad jump
6. Double jump
7. Triple jump
8. Standing broad hop
9. Backward jump

**High Jumps:**

1. Running high jump
2. Standing high jump
3. Running spring board high jump

**Far Throws:**

1. Baseball
2. Basketball
3. Rugby football
4. Medicine ball
5. Playground ball

**Diving for Distance:**

1. Running broad dive
2. Standing broad dive

**Diving for Height:**

1. Standing high dive
2. Running high dive

**Booting:**

1. Drop kick for distance
2. Punting for distance
3. Place kick for distance

**Kicking:**

1. Running hitch kick
2. Running high kick
3. Standing high kick
4. Stretch kick

**High Vault:**

1. Bar vault
2. Fence vault
3. Wall climb

This list of events may be grouped into two groups—distance events and height events. In the distance events two parallel lines are established just so far apart that the contestants can execute the prescribed activity across the space between them with comparative ease. This distance will vary for the different events. The contestants are arranged in a column back of the starting line. At the signal each player in turn executes the prescribed activity. Those who succeed return to the original column. Those who fail are eliminated. As a rule only one trial should be given. A new space should then be established and the contestants proceed as before. This continues until all are eliminated. The last player eliminated is the winner. The space should be widened so that all will be eliminated in eight or ten widenings. Those events which involve height rather than distance are conducted in a similar manner, the only difference being that the space is increased in a vertical rather than a horizontal direction. More interest is aroused in this method if each contestant is required to follow the other in rapid succession."

**Tournament Method.**—In the tournament method the contestants work together in pairs. Hence no events can be used except those that permit the contestant to make a measurable maximal effort in one attempt. The

<sup>1</sup>Ibid, pp149-154.

<sup>2</sup>Ibid, pp155-160.

following events are very satisfactory:

**Running or Walking:**

1. 15 yards
2. 40 yards
3. 1 lap around track
4. All-fours, 20 to 50 yards
5. Hopping, 20 to 50 yards

**Jumping for Distance:**

1. Running broad jump
2. Standing broad jump
3. Running hop, step and jump
4. Standing hop, step and jump
5. Running spring-board jump

**Double jump**

7. Triple jump
8. Standing broad hop

**Five pegs****Seven hops****Seven jumps****Throwing:**

1. Baseball throw
2. Medicine ball throw
3. Shot put
4. Discus throw
5. Basketball throw
6. Javelin throw
7. Hurl ball throw
8. Playground ball throw

**Accuracy:**

1. Basket shooting
2. Baseball throw (5 trials)
3. Quoit pitching

**Booting:**

1. Football punt
2. Football drop kick
3. Football place kick

**Diving:**

1. Standing broad dive
2. Running broad dive

**Climbing:**

1. Rope climb (free style)

This method of competition is not well adapted for use with large numbers. It is also not very well adapted for use during an entire class period. It is more successful when used just about the close of the period to add a little variety to the program.

All of the events listed above are conducted similarly. The pupils are first arranged in two columns. The first contestant in the first line will be paired with the first contestant in the second line, the second with the second and so on. In the runs and dives they will compete in pairs. The loser will be eliminated in each instance. In the other events the first line contestant will execute his event. The second line contestant will try to better this mark. The loser is eliminated. The winners are paired off again and the process of elimination continues until a winner is determined.

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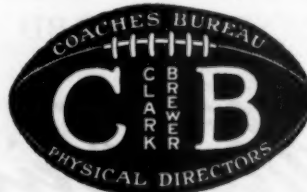
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the same time. For instance all of the pairs might execute their events at the same time. The winners might be paired off immediately and the second round of the tournament worked off. Still another method would be to divide the contestants into two or four groups. Each group would determine its own champion. These champions would be paired off to determine the class championship. Again, if equipment and space are available, these preliminary championships might be determined at the same time."

<sup>10</sup>Ibid, pp161-166.

**Rank Method.**—The rank method type of meet is rather popular with boys. The meets may be conducted formally or informally. This type of a meet is better adapted to small numbers than large numbers. From twenty to thirty is a good number.

### Several Basketball Suggestions

#### A Suggested Plan to Eliminate the Stalling in Basketball

By R. H. Greene

Basketball Coach, Central High School,  
Sioux City, Iowa

THERE has been much discussion in surrounding basketball circles this winter about a delayed offense as used against a zone defense, where the zone defense backs up and covers well against any shots other than forty or fifty-foot shots. Some coaches claim that the offensive team should be compelled to start their offense through this tight zone defense regardless of the score—these men are zone defense coaches.

Now other coaches claim the offensive team may withhold the ball from play regardless of the score and they leave it up to the defense to come down and make them start their offense—these men are usually advocates of the man-for-man defense.

I would suggest that a rule be passed that would do away with this stalling—both offensive stalling and also defensive stalling. I would say that if the offensive team were ahead one point or more they would be justified and allowed to withhold the ball from play and it would be up to the defensive team to hurry the play. If they did not hurry the play, call a technical foul on them for delaying the game, for they are the team that is really delaying the action of the game.

Now if the offensive team is behind or the score is tied, they should be compelled to start their offense and attempt to score immediately or the



ball would be given to the other team out of bounds. This would do away with stalling in the early moments of the game and also would be more interesting, especially when a zone defensive team is playing against a man-for-man type of defense. One would see both types of defense—the zone defense retained when that team had the lead, and when behind in score they would probably come down the floor and play a man-for-man defense. One would see play over the entire floor, and for the average spectator this is a very interesting game. Most spectators do not like to see a game where both defenses back up and permit only long shots to be taken. They like the play more open and spread over more floor space, which results in close-in shots that have resulted from a fast passing attack near the goal.

During the present season there have been several games in the North Central Conference and surrounding high schools where the spectators have gone home disgusted with the slow game that was played. In these games both the offensive and defensive teams have been at fault and the only way to remedy this is, in my estimation, to pass a rule covering the play.

The men who make the change must be fair minded. By making the change as I have suggested I believe both types of defense, zone and man-for-man would be treated fairly, both would be retained by the coaches and it's a cinch the spectators will receive their money's worth.

I hope the Rules Committee will make some fair ruling on this phase of the game, as I feel a new ruling is needed in some sections of the country.

#### Possession and Control in Basketball

By J. N. Ashmore

THE term possession and control is a much used phrase in football. It appears often in the football rules and has caused much difficulty among officials as to the actual facts of whether the player had possession and control of the ball. The phrase does not appear in the Basketball Guide, but the possession of the ball and the control of the ball after it is secured are important. In basketball a player attempts to get possession of the ball on the tip-off, by intercepting a pass by an opponent, or by taking the ball off the backboard. A team is awarded the ball on out of bounds plays and for technical fouls. Then the matter of securing possession of the ball

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largely depends upon the individual players. Take, for example, the new forward, does he get the ball on his signal from tip plays? Very seldom. Why? Because he does not time his cut accurately, because he is more likely to bat the ball than catch it, especially if an opponent is also after the ball. Because he reaches for the ball with his hands instead of going into the air for the ball and coming down with a spin and thus presenting his back to the opponent. If he gets the ball he may pass without due regard for the ball's destination or he may attempt to dribble and bounce the ball off an opponent's leg at a wild angle. An experienced player who has been well instructed will make the plays that the new man has so well messed up and not only secure possession of the ball but will make an accurate pass after he gets the ball. There are many times in games or in scrimmage that players take a gamble on possession of the ball instead of making sure first of possession followed by a definite play. Take the case of a forward or a center on follow shots at their own goal. Most players will reach for the ball with one hand, and that is almost a sure way of losing the ball. Instead the player should go after the ball with both hands and grasp it firmly, then redeliver the ball at the goal or do a spin and shake himself loose from the opponents, of which there will be two or more, so that unless the action is fast the ball will be tied up. If coaches will make some observations on what their players do on follow shots they will, no doubt, catch all the faults delineated here. Take the player who follows a shot and secures the ball in both hands and finds he is surrounded by opponents and more often than otherwise he will release his hold upon the ball. Ask him why he released the ball when he could have kept it and he will tell you that he does not know why. Neither does he know, but he will continue the practice unless you keep after him about the point in actual scrimmage.

Players will take a chance with an opponent when they are dribbling and may allow the opponent to bat the ball or actually secure the ball, whereas they might have stopped the dribble earlier and made a pass to a teammate. The main difference between smooth working teams and teams that play a slam bang game is in this matter of possession and control of the ball.

Concerning control of the ball after it is secured, that is important, as that is the means by which a team scores its points. A player is obviously wrong when he makes a pass that

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gives an opponent a better chance at the ball than his teammate, but that very thing happens often in games. In the better games it does not happen so often as in the games with teams of lesser calibre.

### Eliminating the Dribble

THE Basketball Rules Committee at its meeting previous to the present season adopted a rule eliminating the dribble entirely from the game. There had been comparatively little discussion concerning such a change, so that the rule could be said to have come out of a clear sky. Coaches and players in all parts of the country raised such a protest against the drastic rule that the committee finally saw fit to rescind the rule and allow the dribble to be used the same as before. At the door of the dribble was laid the accusation that it caused much roughness and that it stood in the way of better team play. Therefore it was uprooted and tossed in the discard—temporarily. Hints have come that a rule may come later aiming at the curtailment or complete abolition of the dribble. If a change is to come this article is written for the purpose of suggesting a plan that would restrict the dribble but not entirely banish it from the game. It is hoped that this suggestion may cause discussion, both favorable and otherwise.

When the papers came out with the announcement that the dribble had been eliminated from the game, the first thought of the coach was as to how it would affect the playing of the game. There were two phases of play that would be affected and both of them were important factors in the game. One play that would be affected is when a guard takes the ball from the opponents' backboard, spins and dribbles to clear himself to make the outlet pass. That play is one of the important plays in basketball and very often the dribble is a necessary aid. If the guard were restricted to a one-bounce dribble, an opponent could follow him and perhaps tie up the ball. Such a result would leave the guard's team on the defensive at the opponents' goal instead of on the offensive at its own goal. The second play that would be impossible without the aid of the dribble is where the forward bluffs a shot, retains the ball and gets behind his guard with a dribble. It would be all but sad to cause this play to go by the boards.

The two plays discussed both occur near the goal. Very naturally the thought comes, why not allow a dribble in a restricted territory near the goal and thus save to the game these two

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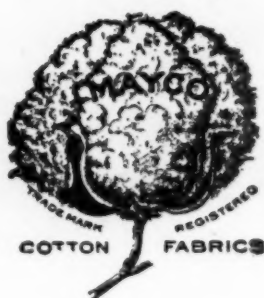


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plays? Suppose we draw a line parallel to the end lines and tangent to the foul-circle and allow any player to dribble in this area at each end of the court. A player could not attain a great amount of speed in so restricted a space and, that is one of the charges against the dribble—that it causes roughness. A player could dribble in for a shot and a guard could dribble in the same territory to clear himself for a pass. A team would of necessity be compelled to use passes to get the ball past the middle section of the court where no dribble would be allowed. This restriction through the middle section of the court would compel team play in advancing the ball offensively. That should get away from one of the charges held against the dribble, namely, that it destroys team play. Then a dribbler must go some distance to acquire full speed and that is the kind of play that is likely to result in roughness.

In the plan suggested the penalty for a dribble outside the two designated sections would be the loss of the ball to the opponents the same as for an illegal dribble under the present rules.

At the time that the Rules Committee rescinded the rule that eliminated the dribble it was stated that teams would be given a season to make the adjustment of their game with the dribble out. When the Rules Committee decided to extend the end lines the change was effected gradually. The first year an arc of a circle was used to provide extra space at the two ends of the court. This change, from its nature, could not have a decided effect on the game, yet the committee approached it cautiously. It is hoped that the same caution will be used in providing a rule affecting the dribble.

**Basketball as Played  
Today in Several  
Conferences**

*(Continued from page 13)*

that term. There is nothing effeminate about the game these best teams are playing, but it is not the type in which the players waste their strength and energy in producing the maximum amount of personal contact.

**The Southwest Conference**

*By Fred M. Walker*

Basketball Coach, University of Texas

THE Southwest Conference at this writing, and I predict, at all future writings this year, is and will be headed by the University of Arkansas, one of the finest basketball ma-

chines that I have seen in some twenty years. Coach Schmidt, who has won the Southwest Conference title for the past two years, and will surely win it again this year, leads the procession, with eight straight Conference victories. S. M. U. is second, Texas University third, and the rest are trailing in the van.

Arkansas, S. M. U. and Texas are the class of the Conference, with Rice, under the able coaching of "Pug" Dougherty, formerly of Illinois, at last coming out of the rut and playing a wonderful brand of basketball. None of these teams, however, are in a class with Arkansas, which team would hold its own with any team in the United States. All of these stars are over six feet, and strange to say, fast as lightning and smart basketball men.

The Southwest Conference basketball is gaining rapidly every year. It is not quite up to standard of the Big Ten as a whole, but within five years it will be equal to the brand of basketball in the Missouri Valley and Big Ten. Arkansas could defeat any team in the Big Ten, I believe.

The race here is on the schedule of twelve games, with the season ending the first week of March. Weather conditions make it undesirable to play after that date. Most of the teams, except Arkansas, are made up of Sophomores and Juniors, and the whole Conference will be stronger next year. The University of Texas will have a veteran team, as will Rice and Baylor. Arkansas, with her all-star cast, will lose several of her best men. Pickel, the leading Conference scorer, and a six-foot six-inch giant who jumps center, and in track puts the shot forty-five feet, will be back on the job. He is a whole team in himself.

The season so far has been a wonderful success in the playing and attendance, and the interest is growing by leaps and bounds each week, each month and each year. Next season should be the finest and best that the Southwest Conference has enjoyed.

**Basketball in the Southern  
Conference**

*By J. N. Ashmore*

THE Southern Conference conducts a baseball tournament each year at the Auditorium in Atlanta, Georgia. This year the event is scheduled to start on February 24th and conclude on February 28th. The preliminary rounds will be played on Friday and Saturday, while the semi-finals come on Monday, and the final game will be played on Tuesday night.



Twenty-two institutions are members of the Southern Conference and the teams representing each school is given consideration in selecting the sixteen teams that may compete. The teams finally selected as eligible to participate are chosen on the season's record. However, a team must play eight games with Conference teams to be considered in the final selection.

A committee appointed by the Southern Conference conducts the tournament. This committee sends out entry blanks to the several schools, then must carefully examine the season's record of each entry in order to determine the teams that will make up the sixteen competitors. The tournament committee has full charge of the financial end of the event. It also secures the officials who handle the games and provides the place for staging the tourney. The committee method in making the draw is to select four outstanding teams and designate them as heat leaders in the four brackets, then draw, filling in the remainder of the bracket. This draw is watched for with the keenest interest by players, coaches and fans throughout the South.

The 1928 tournament promises to be outstanding for the high quality of competition it will produce. There are perhaps more high class teams this season than ever before. A number of teams have very impressive records for consistently winning games. In the southern wing of the Conference there are a number of teams with excellent records based on the present seasons' play. A few of these are, Auburn, Ole Miss, Mississippi A. & M., Georgia, Louisiana State and Georgia Tech. In the Northern section there are teams that show well, judging from the games that have been won. Maryland has had a very good season. Virginia has its best team in a number of years, and other teams in Virginia are strong, namely V. M. I., Virginia Polytechnic Institute and Washington and Lee. Kentucky is represented by a very capable quintette. Pre-tournament dope indicates that there will be more high class teams in the 1928 competition than in any previous year. Maryland and the University of North Carolina have each suffered but one loss in Conference games up to the present time. N. C. State is another strong team.

Each year there is much interest manifested over the whole South in the annual tournament and the 1928 event will be no exception. Many spectators will witness the games, many additional fans will watch the results through the newspapers.



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# BASKETBALL IN THE WESTERN CONFERENCE

By J. Craig Ruby

**N**OTHING particularly new in basketball has been developed in the 1928 Western Conference race. In fact it seems that the teams are becoming more standardized in defense and offense.

Every team in the Conference has employed some type of a retreated man-to-man defense. At least half of the teams make definite assignments to each player to cover a particular opponent. Some of the other teams make their assignment with each attack of the opponents by checking the first two men through to the rear line. One or two other teams assign four men to particular opponents and leave the fifth to cover an area. At times this area is played by the back guard just in front of his basket; at other times the area is covered by a forward and is located near the free throw circle.

Since the teams of the conference employ the man-to-man idea of defense so extensively, the attacks are developed along lines of automatic blocks. That is, the passer follows the flight of the ball, receives it back from his receiver and attempts to have the passer's guard run into the receiver or the receiver's guard. Even if a collision does not take place (and it seldom does) the guard must evade the block, thus freeing, for an instant, the original passer for a shot.

The development of such automatic blocks in an attack necessitates the forwards and center being located in certain starting positions. In the case of seven of the Conference teams, the center locates in an area near the free throw lane or circle while a forward locates on either sideline at a point varying between the end-line and thirty feet from the end-line. The guards then advance the ball up to the defense and pass through to one of the forwards in their positions. From these positions the block and pivot are used. The dribble is merely a substitute for a pass in such attacks.

Of course, the center is a very important position and accounts for the many young stars. Murphy, Purdue; McCracken, Indiana; Walter, Northwestern; Foster, Wisconsin, are sophomores playing the position. Added to this list, Oosterbaan, Michigan, and Wilcox, Iowa, are also stars. It is the development of these outstanding stars in this position which is the most interesting tactical development in the 1928 season.

Definite center and out-of-bound plays have not netted a great amount of scoring.

Stalling tactics have been used in practically all close games. In at least two instances the stalling team was defeated.

The officiating and general sportsmanship of players and coaches has been all that could be desired.

The completion of Minnesota's new field house, with its seating capacity of 12,000, is the only change in the basketball plants. All schools save Purdue, Indiana, Chicago and Wisconsin have seating capacities above 5,000. In most of the Conference games, all tickets have been sold out for each game. This would indicate that the game is retaining and even gaining popularity each year.

## Basketball in the Missouri Valley Conference

By W. S. Chandler

Basketball Coach, Iowa State College

**I**T is natural for the player, coach or interested follower of basketball to believe that basketball as played in his particular section of the country, or in his favorite con-



ference is superior to that in all other parts of the world, bar none. A person vitally interested in games played by teams of the eastern states naturally assumes that eastern teams are superior to those of the middle and far western states. Another individual, closely associated with the Big Ten Conference, may claim that this conference has smarter coaches, better material and therefore better teams, than the schools of other sections of the country. The Missouri Valley Conference fan will wager his next week's salary that the team representing the University of Oklahoma would easily defeat the winner of the Big Ten Conference should they meet in a post-season game. And so it goes year in and year out with the expert expressing his own opinion usually in favor of the conference in which he is most vitally interested.

You have read and discussed eastern basketball. You have the lowdown on the Western Conference teams, and to make your education complete you should know something about basketball as it is played in the Missouri Valley Conference. All of the Missouri Valley teams are playing an eighteen game round robin schedule, each institution meeting the other nine teams in home and home games. Regardless of the fact that the University of Oklahoma team stands head and shoulders above the rest of the organization, all of the teams are of the same high level as those of former years, battling hard for supremacy on the court.

It is interesting to note that the scores of the games are running considerably higher than those of previous years, due probably to the fact that the game has been lengthened from two to four minutes by calling time out on all fouls, and secondly because more stress is being placed on offensive rather than defensive playing.

It is difficult to try to describe in detail the types of play being used by the various conference teams, other than to mention the fact that the majority of coaches are employing an exceptionally fast "break," both offensive and defensive. The fast breaking offense, which is combined with the rapidly formed five man zone defense, seems to be most generally and most effectively used by the teams which are composed of the larger and more rangy players.

The University of Kansas, which for the past seven years has had a monopoly on Missouri Valley Conference championships, will not capture the honor this year. Coach "Phog" Allen's team has already met with enough

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reverses to assure them a lower place in the percentage column.

The team representing the University of Oklahoma is now resting safely in first place in the "win column." Coach Hugh McDermott has an exceptionally well balanced team of ball tossers, all of whom stand well over the six-foot mark. Holt, the outstanding center of the conference, who ranges six feet seven inches in height, is ably assisted by Churchill, Drake, LeCrone and Norris, and it will be a big surprise to the basketball world if Oklahoma loses a single contest out of its eighteen conference games.

Close to the heels of Oklahoma is the University of Missouri, another team made up of tall players who are well versed in the short pass pivot type of play. Coach Edwards and his giants should have little difficulty in clinching second place in the final rating of the teams. Kansas University, Kansas Aggies, Washington University and Nebraska are fighting hard for the third place position. The three Iowa schools in the conference, Drake, Grinnell and Iowa State, represented by fast but small teams, are fighting hard to determine the cellar championship.

In reviewing the Missouri Valley season one comes to the conclusion that the teams composed of the ordinary sized individuals are things of the past. The rules of the game are apparently quite satisfactory as they now stand, and it is hoped that it will be unnecessary to make any radical changes within the next few years. The delayed type of offense, as used in other sections of the country, has been used with very little effect in the Valley games.

### A Review of Track Athletics in 1927

(Continued from page 14)

ord time of 23.3 seconds has been unusual, being accomplished in two spring seasons of about a total of twelve weeks' training. He made his 23.3 second record in the Rocky Mountain Conference Track Meet, held in the Denver University Stadium May 28, 1927, against the fastest field of low hurdle runners in the history of the conference.

Rowe weighs about 160 pounds, is 5 feet 9 inches tall and is 21 years old. He is a consistent ten-second man in the hundred-yard dash. He has a long, powerful stride, which he controls perfectly. He uses his arm swing to splendid advantage in all his running. He prefers a deep hole (3 inches) for the rear foot. He starts off with the left foot forward and uses compara-



tively small strides for the first ten yards.

He takes eleven strides to the first hurdle, going over on the twelfth. He then uses seven strides between hurdles, going over on the eighth. The length of the leap over the hurdle is between twelve and thirteen feet. He uses no effort to skim the hurdles, but takes a natural step.

Much of his training is composed of going over from three to eight hurdles at top speed, of practicing a few starts and of swinging through 300 to 350 yard semi-sprints, emphasizing length of stride and rather high knee action.

As a preliminary to training, he takes setting up exercises for ten minutes after having taken a gradual but thorough warming up composed of alternate swinging and walking down the track at two-thirds speed while warmly covered in sweat clothes.

His fall and winter training consists wholly of playing on the football and basketball squads.

*Charles B. Hogan '28:* Prepared at Choate. Active on his Freshman team as half miler at Yale placing first in the Andover and Princeton Freshman meets. Placed second in Harvard Freshman meet. His best time was 1:58.

*Season 1925-26:* Began to show marked improvement capturing first place in the Yale-Penn-Dartmouth Meet with the time of 1:56.3. Placed third in the meet with the Navy but came second in the Harvard Meet. In the Princeton Meet he regained first honors with the time of 1:57.4.

*Season 1926-27:* He was a member of the Yale Half-Mile Relay team which took part in the Penn Relays, but they failed to score. Finished first in the Princeton Meet and broke the tape in 1:56.1 to finish first in the Harvard Meet. In the Intercollegiates he came fifth, but in England in the Yale-Harvard-Oxford-Cambridge meet he placed third.

## College Baseball

(Continued from page 7)

first base is empty, than to groove it when runners are on second or third. Try to throw strikes, but cut the corners. Whenever you notice a weakness in a batter, register it in your mind and use your knowledge against him. Keep the ball high if you expect a bunt. Remember that it is only by actual experience that you can hope to learn how to detect a batter's weakness, but by keen observation every pitcher may become an expert in this very important phase of the game.



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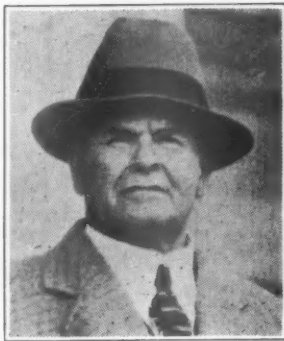
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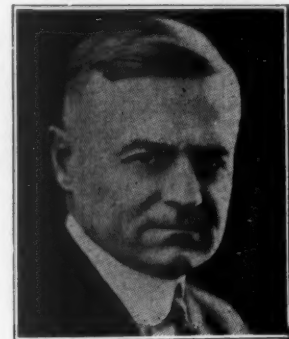
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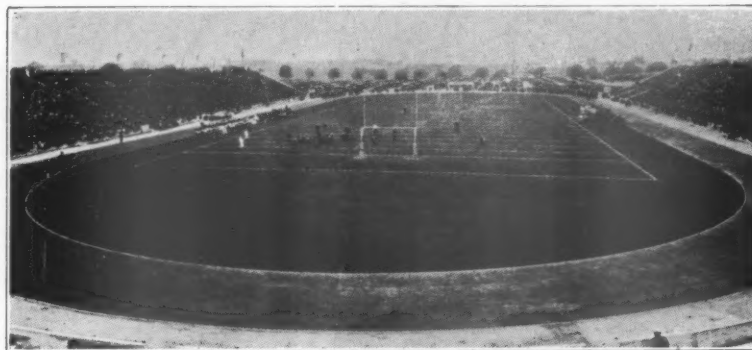


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